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INDIANA STATE SERIES.

SPELLING  
SPELLING BOOK.

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INDIANA SCHOOL BOOK COMPANY,

INDIANAPOLIS, IND.

1891.

## PREFACE.

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THE experiment of dispensing entirely with the spelling book as a text-book in schools has not met with the success that its advocates anticipated, and the return to a word-book of some kind is becoming general. The book demanded by the times, however, is not merely a compilation of words arranged in columns to be memorized by the pupil, but a series of language exercises teaching the origin, structure, sound, and meaning of words, presented in an attractive and suggestive manner.

The plan of this *Spelling Book* is inductive; beginning with a careful study of the sounds of the words, it proceeds to the correct methods of writing their forms, and closes with exercises pertaining to the process of word-building and the sources of the words themselves. Root-words and words in every-day use are largely employed, and frequent lessons in grouped objects, synonyms, and dictation exercises are introduced.

Throughout the book reference is constantly had to the meaning of the words, and efforts have been made to expose the common errors in spelling, pronunciation, and the use of words.

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JOSEPHUS COLLETT.

## INTRODUCTION.

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THE English Alphabet consists of twenty-six letters, five of which (*a, e, i, o, and u*) are called *vowels*, and the others *consonants*. *W* and *y*, usually consonants, are sometimes vowels, and their vowel sounds are the same as *u* and *i*.

A *Vowel* is a letter which can be perfectly sounded without the aid of any other letter.

A *Consonant* is an articulate sound, in utterance usually combined and sounded with a vowel.

A *Diphthong* is the union of two vowels in one sound.

The vowels, and some of the consonants, have several sounds; in this book these sounds are indicated by *diacriticals*, as follows:—

### KEY TO PRONUNCIATION.

#### TABLE OF VOCALS.

##### *Long Sounds.*

ā, as in āte.	ē, as in ēve.
â, “ eâre.	ē, “ ērr.
ä, “ ärm.	ī, “ īge.
à, “ làst.	ō, “ ōde.
â, “ all.	û, “ tûne.
ōō, as in fōol.	

*Short Sounds.*

ă, as in	ăm.		ǒ, as in	ǒdd.
ě, “	ělm.		ǔ, “	ǔp.
ĩ, “	ĩn.		oo, “	look.

*Diphthongs.*

oi, as in	oil.		ou, as in	out.
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## TABLE OF SUBVOCALS.

b, as in	bīb.		v, as in	vălve.
d, “	đid.		th, “	thīs.
g, “	gĩg.		z, “	zĩne.
j, “	jũg.		z, “	ăzure.
n, “	nĩne.		r, “	râre.
m, “	măim.		w, “	wē.
ng, “	hăng.		y, “	yět.
l, as in			lŭll.	

## TABLE OF ASPIRATES.

f, as in	fife.		t, as in	tărt.
h, “	hĩm.		sh, “	shē.
k, “	eăke.		ch, “	chăt.
p, “	pĩpe.		th, “	thĩck.
s, “	săme.		wh, “	whỹ.



## TABLE OF SUBSTITUTES.

a, for ǒ, as in what.	ÿ, for ĭ, as in mÿth.
è, “ â, “ thêre.	e, “ k, “ eăn.
e, “ ā, “ feint.	ç, “ s, “ çite.
ĩ, “ ē, “ polĩce.	çh, “ sh, “ çhāiše.
ī, “ ē, “ sīr.	eh, “ k, “ ehāos.
ò, “ ũ, “ sòn.	ġ, “ j, “ ġëm.
o, “ ōō, “ to.	n, “ ng, “ ĩnk.
o, “ ōō, “ wōlf.	s, “ z, “ ăş.
ô, “ a, “ fôrk.	s, “ sh, “ sure.
õ, “ ē, “ wôrk.	x, “ ġz, “ ẽxăet.
u, “ ōō, “ full.	gh, “ f, “ lăugh.
û, “ ē, “ bûrn.	ph, “ f, “ phlōx.
u, “ ōō, “ rûde.	qu, “ k, “ pique.
ÿ, “ ĭ, “ flÿ.	qu, “ kw, “ quít.

In this book the *u* in *qu* is canceled when the *q* is sounded like *k*; also the *h* in *ch* when the sound is that of *k*.

For the *names* and *offices* of *diacritical marks*, and those of other signs used in writing and printing, see Lessons 148, 149.

Part I. of this book, pages 9–64, furnishes numerous illustrations of the above sounds, incorporated with the main text.

*Silent letters* have been canceled by a line drawn diagonally across the letter.

# THE ALPHABET.

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A	a	N	n
B	b	O	o
C	c	P	p
D	d	Q	q
E	e	R	r
F	f	S	s
G	g	T	t
H	h	U	u
I	i	V	v
J	j	W	w
K	k	X	x
L	l	Y	y
M	m	Z	z



# SCRIPT ALPHABET.


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## CAPITAL LETTERS.

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z



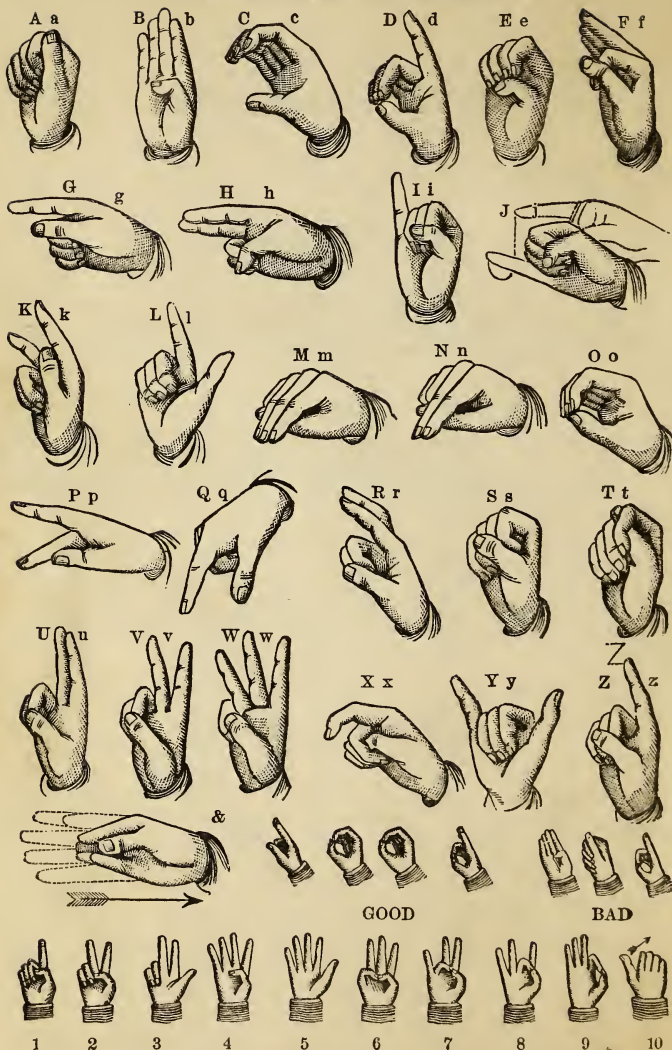
## LOWER-CASE LETTERS.

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

# THE MANUAL ALPHABET.



Learn this alphabet. You can then converse with the deaf. It will aid you in spelling. Turn the palm of the hand toward the person addressed.

# SPELLING-BOOK.

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## PART I.—ORTHOEPY.

In this department are given the sounds of the vowels, interspersed with script exercises, words of opposite meanings, grouped objects, and other exercises.

### Lesson 1.

Short sound of **a**, marked **ă**.

ăt	băt	hăd	făn	băg
ăn	măt	măd	păn	hăg
ăm	păt	păd	lăp	lăg

*The lad ran. She had a fan.*

### Lesson 2.

Short sound of **e**, marked **ě**.

bět	běd	fěn	mět	wěb
gět	fěd	těn	sět	wěd
pět	lěd	děn	lět	wět

*He fed the hen. Did she get wet?*

**Lesson 3.**

Short sound of i, marked ĭ.

lĭp	bĭd	fĭġ	hĭt	fĭn
sĭp	dĭd	dĭġ	fĭt	pĭn
hĭp	lĭd	bĭġ	pĭt	jĭġ
dĭp	rĭd	wĭġ	bĭt	sĭn

**Lesson 4.**

Short sound of o, marked ȯ.

eȯt	bȯġ	pȯp	pȯt	eȯn
dȯt	fȯġ	mȯp	pȯd	sȯb
ġȯt	jȯġ	sȯp	nȯd	sȯd
nȯt	lȯġ	tȯp	rȯd	rȯb

*The fox hid in his den.*

**Lesson 5.**

Short sound of u, marked ŭ.

rŭt	bŭn	bŭd	rŭb	hŭġ
eŭt	dŭn	ġŭn	tŭb	lŭġ
hŭt	jŭt	pŭn	dŭġ	rŭġ
bŭt	fŭn	mŭd	rŭm	tŭġ

## Lesson 6.

*THINGS THAT HAVE LIFE.*

băt	măn	năḡ	õx	hõḡ
eăt	lăd	hěn	fõx	bũḡ
răt	răm	pĩḡ	dõḡ	pũp
erăb	stăḡ	fĩsh	frõḡ	dũḡk

*The dog bit the rat.*

## Lesson 7.

Long sound of a, marked ā.

hătē	eāmē	rāḡē	ḡāy	fāyl
mătē	fāmē	māḡē	māy	jāyl
lătē	dāmē	lāḡē	sāy	rāyl
rătē	lāmē	fāḡē	dāy	nāyl

## Lesson 8.

Long sound of e, marked ē.

mē	fēḡ	sēḡk	pēḡ	rēām
wē	trēḡ	lēḡr	nēḡt	mēḡl
yē	fēḡl	jēḡr	bēām	mēḡd
shē	rēḡl	mēḡk	sēḡt	bēḡd

**Lesson 9.**

Long sound of i, marked i.

bind	līnē	fīrē	hīvē	wīnē
find	mīnē	mīrē	dīvē	bīlē
kīnd	dīnē	tīrē	kītē	bītē
mīnd	fīnē	wīrē	rīdē	wīdē

**Lesson 10.**

Long sound of o, marked ō.

ōld	bōāt	lōbē	hōnē	bōdē
hōld	gōād	lōpē	bōnē	bōrē
gōld	lōād	rōpē	bōlt	tōld
eōld	tōād	hōpē	tōnē	fōld

**Lesson 11.**

Long sound of u, marked ū.

ūsē	tūbē	mūtē	hūgē	tūnē
eūsē	eūrē	lūtē	dūkē	lūrē
hūsē	dūrē	eūbē	dūpē	Jūnē
sūsē	pūrē	dūnē	dūē	fūmē

*The duke tuned the lute.*



*ADDITIONAL MONOSYLLABLES.*

Short vowel sounds.

**Lesson 12.**

eăb	běġ	bīb	bōx	eūd
eăn	lěġ	dīn	eōb	hūb
făġ	ġēm	ġīġ	eōġ	hūm
năb	kěġ	ġīn	fōb	jŭġ
răn	kēn	hīd	fōp	mŭġ
săġ	Bēn	kīt	hōd	nŭn

**Lesson 13.**

săp	nět	mīd	hōt	nūt
tăn	pěġ	rīb	jōb	pŭġ
tăp	sěx	rīm	lōp	sŭn
tăx	lěft	sīx	lōt	mŭm
văn	těll	tīn	mōb	tŭn
wăġ	těnt	wīn	ġōnġ	fŭzz

**Lesson 14.**

băċk	fělt	dīsh	eōst	dŭsk
bănd	lěnd	kīċk	lōft	dŭst
eămp	pěst	līmp	lōss	hŭmp
dăsh	rěnt	līvġ	rōmp	lŭċk
păċk	sěnd	rīsk	sōċk	mŭsh
sănd	wěnt	wīsh	tōss	mŭst

## ADDITIONAL MONOSYLLABLES.

Long vowel sounds.

## Lesson 15.

fāy	bēøf	içø	dōø	mūø
hāy	rēøf	nīçø	wōø	pūø
elāy	hēød	rīçø	flōø	lūkø
prāy	wēød	bīdø	dōø	flūkø
stāy	lēøk	hīdø	jōkø	jūtø
trāy	erēøk	sīdø	mōø	flūtø

## Lesson 16.

gāmø	ēār	fīø	eōæl	mōst
nāmø	fēār	līø	fōæl	hōst
sāmø	gēār	wīø	lōæn	elūø
fādø	tēār	dīkø	mōæn	eūtø
wādø	smēār	likø	eōæx	flūmø
shādø	spēār	striøk	hōæx	spūmø

## Lesson 17.

rājð	bēæk	nīø	shōw	snōø
pājð	pēæk	pīø	snōw	smōøkø
mājñ	hēæt	vīø	stōw	spōøkø
stājñ	pēæt	shīø	mōø	fūø
trājł	ēæø	spīø	lōø	lūø
snājł	grēæø	whīø	stōø	jūiø

**Lesson 18.***REVIEW OF SOUNDS.*

From the sounds already learned, require the pupils to mark the following words correctly, canceling the silent letters:

apt	lent	bill	lode	null
tag	bee	hind	lock	pump
babe	belt	hint	oft	glue

**Lesson 19.**

Sound of the diphthongs **oi** or **oy**, and **ou** or **ow**.

boy	oil	how	pound	fowl
coy	boil	prow	bound	howl
toy	toil	town	sound	eowl

**Lesson 20.**

Italian sound of **a** as in *arm*, marked **ä**.

ärē	eär	tärt	pärk	spär
ärt	tär	eärt	bärk	stär
ärk	jär	därt	härk	seär
ärm	mär	lärd	bärn	färm

*His bark was on the sea.*

**Lesson 21.**

Broad sound of **a**, marked **ā**; **o**, marked **ô**, has the same sound.

bā <sub>l</sub> l	pā <sub>w</sub>	drā <sub>w</sub>	ôrb	eôrn
eā <sub>l</sub> l	hā <sub>w</sub>	flā <sub>w</sub>	eork	bôrn
fā <sub>l</sub> l	jā <sub>w</sub>	wā <sub>l</sub> k	fôrk	hôrn
pā <sub>l</sub> l	lā <sub>w</sub>	tā <sub>l</sub> k	fôrm	lôrd

**Lesson 22.**

In words of two or more syllables, one syllable receives the chief stress of voice, called the *accent*. The accent is denoted by a mark (') at the end of the accented syllable; thus, pā'per.

Long sounds of **a**, marked **ā**, and **e**, marked **ē**.

bā'bel	fā'tal	dē'cent	nē'gro
bā'by	mā'zy	dē'mon	pē'dal
lā'bel	nā'bob	hē'ro	rē'al

**Lesson 23.***NAMES OF BIRDS.*

owl	lärk	gŭ <sub>l</sub>	quā <sub>l</sub>	grouse
jāy	hā <sub>w</sub> k	wrĕn	fīnch	rōb'in
dōvə	erō <sub>w</sub>	erānə	snīpə	thrūsh

*The owl hoots in the dark.*

Hoyt & Lemhart's books.

Monroeville,

Allen Co.,

Ind.

November, 23,

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$$1119 = 589.79$$

$$\begin{array}{r}
 1.1 \quad 1 \quad | \quad 589 \quad > \quad 9,00 \quad < \quad 5.3 \quad 1.34 \\
 \hline
 333 \\
 377 \\
 \hline
 333 \\
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 149 \\
 111 \\
 \hline
 380 \\
 333 \\
 \hline
 470
 \end{array}$$

$$\begin{array}{r}
 1248 \quad | \quad 531, \quad 37 \quad | \quad 4128 \\
 \hline
 496 \\
 \hline
 353 \\
 248 \\
 \hline
 1054 \\
 1
 \end{array}$$







## Lesson 24.

### THE WORDS WE USE.

The following words make one third of our common language, written and spoken; and the first ten, one fourth. They appear here in the order of their precedence:

the	ī	y <u>o</u> u	bē	they
ănd	thăt	ă	fôr	shă <u>ll</u>
ôf	īn	ī <u>s</u>	hăv <u>ø</u>	ă <u>s</u>
t <u>o</u>	īt	n <u>o</u> t	b <u>u</u> t	hē

## Lesson 25.

Long sounds of **i** and **o**, marked **ī** and **ō**.

bī'as	fī'at	bōn'y	ō'ver
bī'bl <u>ø</u>	fī'nal	bō'nus	ō'men
dī'et	ī'çy	tō'per	lō'eal

*Holy Bible! book divine!*

## Lesson 26.

### THINGS THAT SHOULD BE SEEN IN A SCHOOL-ROOM.

măp	bě <u>ll</u>	slăt <u>ø</u>	glōb <u>ø</u>	pă'per
p <u>en</u>	děsk	chărt	chă <u>ll</u> k	rul'er
ī <u>n</u> k	b <u>o</u> ok	el <u>o</u> çk	s <u>ea</u> ts	p <u>en</u> 'çil

**Lesson 27.***REVIEW OF PREVIOUS LESSONS.*

Require the pupil to write these words with proper accents:

start	caper	tiger	ground
fault	table	pilot	grobe
paint	venal	pony	plume

**Lesson 28.**

Long sound of u, marked ū.

bū'glø	fū'ry	eom mūnø'	re pūte'
tū'līp	lū'çid	re sūmø'	de pūte'
dū'el	tū'mult	as sūmø'	eom mūte'

**Lesson 29.***FAMILIAR OBJECTS.*

lāmp	stōol	lounø	erā'dlē
vāsø	brōom	bōt'tlē	pīch'er
eārd	houseø	dīsh'es	bēd'stēad

*Rest not! life is sweeping by:  
Go and dare before you die.*

ADDITIONAL MONOSYLLABLES.

**Lesson 30.**

With diphthongs, ä, a, and ô.

eoin	joy	lout	eount	vow
join	eloy	pout	fount	brow
groin	soil	flout	hound	plow
nciſe	spoil	shout	house	elown
poiſe	joint	snout	mouse	drown

**Lesson 31.**

With ä.

bärb	därn	äre	däynt	härsh
gärb	bärk	märl	gäynt	pärch
bärd	märk	härp	häynt	stärch
härt	ſpärk	bäth	jäynt	färçe
märt	stärk	läth	täynt	ſpärſe

**Lesson 32.**

With a and ô.

aſe	halt	warn	drawl	ſeörn
eaſe	maſt	warſe	ſeraſe	thörn
maſe	paſe	laſe	fôrm	tôrch
raſe	yaſe	warſe	sôrt	gôrsẽ
elaſe	baſe	fraſe	ſnôrt	gôrgẽ
eraſe	ward	ſwarm	môrn	stôrk

## ADDITIONAL DISSYLLABLES.

Long vowel sounds accented.

## Lesson 33.

bā'sin	lē'gal	ġī'ant	bō'rax	dū'eal
fā'vor	ġē'nus	mī'nus	nō'blē	jū'lep
mā'son	pē'nal	pī'ðūs	pō'lar	mū'eus
rā'zor	dē'tāil	rī'val	sō'ber	pū'pil
wā'ver	sē'quel	tī'tlē	tō'tal	tū'nie

## Lesson 34.

bānē'ful	bēē'tlē	plī'ant	pōk'er	fūt'ūrē
eām'brie	mērē'ly	prī'vatē	stō'ry	plū'ral
ġāi'ly	bēak'er	eli'matē	spōk'ēn	stū'pid
rāi'ment	wēā'ry	sġi'enġē	mōlt'ēn	nūi'sanġē
sāi'nt'ly	trēā'son	pīē'bald	hōst'ess	sūit'or
trāi'tor	prē'cept	mīlē'agē	prō'ġeēds	dūkē'dōm

## Lesson 35.

a bātē'	se vēē'	a bīdē'	mo rōsē'	a būsē'
re māi'n'	re ġēdē'	re mīnd'	pa trōl'	re fūsē'
ob tāi'n'	ap pēāl'	at tīrē'	re pōrt'	as tūte'
pōr trāy'	re liē'	pro vīdē'	sup pōsē'	per fūmē'
per suādē'	su prēmē'	re quīrē'	pro vōkē'	pol lūte'
pro elāim'	a piēġē'	per spīrē'	pōst pōnē'	pur sūit'



### Lesson 36.

Short sound of **a** and **e**, marked **ă** and **ě**.

ăb'běj	eăm'el	fěr'ry	lět'ter
băn'ish	săt'in	fět'ter	mēm'ber
băn'ner	făn'gy	kěn'nel	měn'tal
eăb'in	lăd'der	fēs'tal	pěp'per

### Lesson 37.

The **o** in *wolf*, the **oo** in *book*, and the **u** in *put*, have the same sound, which is shorter in quantity than the **ō** in *moon*.

put	push	hōok	wolf	lōok
pulŧ	bush	rōok	eouŧd	tōok
fulŧ	puss	eōok	shouŧd	shōok

*The puss could look at the cook.*

### Lesson 38.

ARTICLES OF FOOD.

hăm	eăkěj	tărts	chějějěj
ějgğs	vějł	tōłst	bă'ejn
pījěj	pōrk	brěad	mūt'tōn

*Bread is the staff of life.*

## Lesson 39.

Short sound of i and o.

mīm'ie	bīt'ter	ōf'fer	eōf'feŋ
in'land	ċin'der	ōf'fiċe	eōf'fin
in'seet	ċit'y	rōċk'et	eōm'et
sīm'plē	eriċk'et	bōd'y	eōt'tōn

## Lesson 40.

DICTATION EXERCISES.

A *mimic* is one who imitates. An *inland* town. The *cricket* is an *insect*. The dead *body* was placed in the *coffin*. He had an *office* in the *city*. *Coffee* grows in warm climates. It was a *bitter* cold day. A *comet* was seen in the sky.

## Lesson 41.

ARTICLES OF CLOTHING.

eāp	rōbē	sōċks	mītts	ġlōvēs
hāt	hōōd	bōōts	seārf	bāsque
eōāt	sāċk	shōēs	drēsŋ	bōn'net
eāpē	ġown	elōak	shayl	mān'tle

There are other words pronounced like some of the above: eōtē, a small house; sāe, a bag for a liquid; bāsk, to lie in warmth; and mān'tēl, a shelf above a fire-place.

**Lesson 42.**Short sound of **u**.

ũn'der	bŭt'ler	fŭn'nel	hŭn'ģer
ũsh'er	eũm'ber	ģŭl'let	lũm'ber
bŭf'fet	eũt'ter	ģũt'ter	mũs'ket
bũnt'ing	dũl'ģet	hũn'dred	sũf'fer

**Lesson 43.**Short Italian sound of **a**, marked **ä**.

päst	ģræss	bäs'ket	a mæss'
mæss	chânt	eäsk'et	a väst'
läst	ģräft	mäs'ter	re päst'
mäst	chânçę	dän'ģer	en chânt'

This is a medium sound between the *ä* in *father* and the *ä* in *fat*, and its mastery should be insisted upon by the teacher.

**Lesson 44.**

WORDS OF OPPOSITE MEANINGS.

fär	nēār	bŷy	sělŷ
făt	lēān	ģivę	tākę
săd	ģlăd	băd	ģōōd
hīgħ	lōw	hărd	sōft
ŭp	down	sĭčk	wēll
nō	yēs	lărgę	smăll

**Lesson 45.**

Sound of **a** like short *ă*, marked *ă*; and **a** as in *air*, marked *â*.

wăd	swăn	quăsh	flâre	snâre
wăş	wăsp	wăţh	blâre	seâre
wănd	wăţ	eâre	shâre	squâre
wăst	squăţ	dâre	spâre	prâyêr

**Lesson 46.***EXERCISES ON THE ABOVE LESSON.*

The *swan* is a graceful bird. A *wand* is a rod. The *wad* was taken from the gun. The *wasp* has a sting. Take *care*, and *spare* no pains. *Quash* means to crush; in law, to make void. *Prayer* is the act of praying. *Watch* and wait.

**Lesson 47.***WORDS OF OPPOSITE MEANINGS.*

pûre	foul	sour	swêet
löst	found	dîm	brîght
dărk	lîght	wêak	strông
dŭlf	shărp	fîne	eôarse

*Art is long and Time is fleeting.*

*ADDITIONAL DISSYLLABLES.*

Short vowel sounds.

**Lesson 48.**

ăb'sent	dēs'pot	dīf'fer	dōl'lar
băl'lot	fēl'lōw	dīm'plē	būb'blē
eăn'çel	lēg'atē	dīn'ner	būt'ter
fām'ish	tēm'per	eôm'ma	pūd'dlē
tăb'let	bīg'ot	dōg'ma	püz'zlē
el'bōw	çiv'il	bör'rōw	sul'len

**Lesson 49.**

drăg'on	dēr'riçk	glim'mer	flōr'id
flăg'on	tēxt'ilē	shīn'glē	eūd'gel
grăv'el	pēn'sivē	swīn'dlē	sul'try
plăn'et	mēs'sagē	för'agē	sūm'mit
trăv'el	drīz'zlē	för'est	eul'prit
dēn'tist	dwīn'dlē	dōçk'et	jūs'tiçē

**Lesson 50.**

flăn'nel	fēn'çing	frīe'tion	prōf'fer
grăm'mar	shēl'ter	prīg'gish	flūt'ter
plăt'ter	trēm'blē	skīt'tish	grūm'blē
seăn'dal	shēp'hērd	eōb'bler	shūd'der
shăl'lōw	drib'blet	hōs'tilē	trūn'dlē
plēn'ty	flīp'pant	prōd'uet	stūb'born

## ADDITIONAL WORDS.

**Lesson 51.**

Sounds of ǒ, ɔ, ʊ, and ȯ.

wōd	wȯld	bōt	*brōd
wōl	bul'let	eōl	drōp
stōd	pul'ley	hōf	glōm
gōd'ness	pul'let	lōp	spōn
bō'som	pud'ding	pōr	trōp

**Lesson 52.**

Sound of â.

eâsk	mâsk	erâft	pâs'tor
fâst	dâft	shâft	pâst'ūr
gâsp	pânt	drâft	de mând'
râft	elâsp	flâsk	en hânçé'
tâsk	grâsp	lânçé	en trânçé'

**Lesson 53.**

Sounds of â and ȁ.

lâir	swêâr	wȁn	wȁf'flé
mâre	châr'y	swȁp	wȁr'rant
wâres	pȁr'ent	squȁd	stal'wart
lȁird	de elâre'	squȁsh	quȁd'rant
bȁirn	eom pȁre'	quȁr'ry	squȁn'der



**Lesson 54.**

Sounds of *e* and *i* before *r*, marked *ẽ* and *ĩ*.

ġẽrm	spẽrm	bĩrd	ġĩr'eus
tẽrm	stẽrn	ġĩrl	fĩr'kin
vẽrb	elẽrk	fĩrm	vĩrt'ũø

**Lesson 55.**

ERRORS TO BE AVOIDED.

In Lesson 25, do not pronounce *bias* bĩ'us, *diet* dĩ'ut, *omen* õ'mun, nor *local* lō'kl. Lesson 26, *chalk* is pronounced *chawk*, not *chock*. Avoid the sound of short *u* in *put*, the broad *a* in *office*, and the short *u* in *bonnet*. Do not call *hundred* hũn'derd, nor *scare* skēer.

**Lesson 56.**

NAMES OF FRUITS.

pẽâr	pẽäch	ăp'plø	chěr'ry
plũm	quĩņø	lẽm'on	õr'angø
limø	ġrăpø	mẽl'on	ġĩt'ron

*If a task is once begun.  
Never leave it till its done.*

**Lesson 57.**

Sound of **u** and **o** before **r**, marked **û** and **õ**.

tûrn	ûr'chin	wõrt	wõr'thy
eûrb	ûr'gent	wõrk	wõrld'ly
spûr	bûr'den	wõrm	wõr'ship
eûrvø	bûrg'lar	wõrd	wõrm'wõod

**Lesson 58.***PROVERBS.*

Never trouble trouble till trouble troubles you. To know that you know what you know, and to know that you do not know what you do not know,—that is true wisdom. Live in a worry, and death will hurry. He lives long that lives well; and time misspent is not lived, but lost.

**Lesson 59.***WORDS OF OPPOSITE MEANINGS.*

a bøvø'	be lōy'	rârø	eõm'mon
nois'y	qui'et	proud	hũm'blø
õft'én	sẽl'dom	wõrsø	bẽt'ter
ũp'per	lōy'er	elēan	dĩrt'y
be fõrø'	be hĩnd'	brāvø	tĩm'id

**Lesson 60.**

Sounds of **o** before **r**, like broad *a*, marked ô; and of **u** after **r**, like *oo*, marked ư.

eôrd'agê	fôrt'ünø	bru'tal	pru'dent
eôr'net	môr'tal	eru'el	ru'in
dôr'mant	hôr'net	fru'gal	ru'mor

**Lesson 61.**

What word in Lesson 60 means “destined to die”? Which refers to the ropes of a ship’s rigging? Which means “sleeping”? Which signifies “careful”? Which is the name of an insect? Which, of a musical instrument?

**Lesson 62.**

NAMES OF ANIMALS AND THEIR YOUNG.

cow	cälf	hôrse	eôlt
gôat	kîd	hên	chîek'en
bêar	eüb	lî'on	whêlp
dêer	faÿn	eăt	kît'ten
shêep	lămb	dôg	püp'py

*Dare to do right; dare to be true.*

## ADDITIONAL WORDS.

**Lesson 63.**Sounds before *r* of *ẽ* and *ĩ*.

hẽrd	pẽr'søn	sĩr	chĩrp
nẽrvø	hẽr'mit	dĩrt	çĩr'elø
sẽrvø	fẽr'tilø	fĩrst	kĩr'tlø
tẽrsø	fẽr'vent	shĩrt	gĩrd'lø
vẽrsø	mẽr'măĩd	smĩrk	ĩrk'sòmø

**Lesson 64.**Sounds before *r* of *û* and *õ*.

eûrd	blûrt	sûr'loin	tûr'ban
fûrl	chûrn	mûr'der	tûr'bid
lûrk	eûrsø	mûr'mur	wõrld
slûr	nûrsø	fûr'nish	wõrst
tûrf	pûrsø	pûr'põrt	wõrth

**Lesson 65.**Sounds of *ô* before *r* and *ũ* after *r*.

eôrpsø	môr'sel	truø	ru'ral
fôr'ty	nôr'mal	pruðø	gru'el
ôr'der	sôr'did	fruĩt	tru'ant
eôr'ner	gôr'gøøũs	eruĩsø	ab struðø'
bôr'der	tôr'por	eru'et	ex truðø'

### Lesson 66.

Italian sound of *a*, marked *ä*; and the broad sound, marked *a*.

är'bor	bär'lēy	al'so	wa'ter
är'dent	bär'ter	bal'sam	hal'ter
är'gūø	ear'bon	lay'rel	talk'er
arm'or	ear'pet	fal'ter	daugh'ter

### Lesson 67.

#### REVIEW IN PRONUNCIATION.

The *a* in *orange* has the sound of short *e*: ör'enj. Both the *t* and *e* in *often* are silent: öf'n. The accent in *cornet* is on the first syllable. Webster pronounces *fortune* fôrt'yun. *Calf* is not pronounced käf, but käf,—*a* as in *arm*. *Water* and *daughter* are not pronounced wöt'ter and döt'ter, but waw'ter and daw'ter.

### Lesson 68.

#### NAMES OF FISHES.

eöd	sölø	shäd	earp	shärk
gär	chüb	pikø	përçh	rōäch
rāy	dāøø	bässø	trout	pläiøø

*Goodness is beauty at its best.*

**Lesson 69.**

Sounds of long  $\bar{o}$ , differently marked; **ew**, following *r*, has the same sound.

who	so <u>u</u> p	ru <u>l</u> e	b $\bar{o}$ om	drew
whom	to <u>y</u> r	ru <u>d</u> e	d $\bar{o}$ om	grew
l <u>o</u> s <u>e</u>	er <u>o</u> u <u>p</u>	er <u>u</u> d <u>e</u>	l $\bar{o}$ on	erew
mo <u>v</u> e <u>d</u>	grou <u>p</u> e <u>d</u>	bru <u>t</u> e	blo <u>o</u> m	serew

**Lesson 70.**

Sound of **n** like *ng*, marked  $\underline{n}$ .

mi <u>n</u> k	ba <u>n</u> k	s <u>u</u> n <u>k</u>	dra <u>n</u> k	ã <u>n</u> 'g <u>l</u> e
ri <u>n</u> k	la <u>n</u> k	j <u>u</u> n <u>k</u>	dr <u>u</u> n <u>k</u>	ã <u>n</u> 'g <u>e</u> r
si <u>n</u> k	bla <u>n</u> k	tru <u>n</u> k	sp <u>u</u> n <u>k</u>	ũ <u>n</u> 'e <u>l</u> e

**Lesson 71.**

## SYNONYMS.

The equivalent words extend across the page.

ẽnd	ãim	bẽnt	seõpe	drift
sõd	lõam	mõld	ełõd	ẽarth
fũn	plãy	mĩrth	spõrt	prãnk
rõd	põle	eãne	stãff	stĩck

*Sleep wisely and you will sleep well.*

ADDITIONAL WORDS.

**Lesson 72.**

Sounds of *ä* and *a*.

bär'ber	bär'gain	baɪ'blə	gāw'k'y
gär'blə	ear'naçə	eaɪ'eus	eaɪs'tie
jär'gon	där'ling	pal'ter	maɪd'lin
mär'gin	pär'boil	paɪ'per	pləɪd'it
pär'çel	tär'nish	taɪ'dry	salt'ness

**Lesson 73.**

Sounds of *o*, *u*, *oo*, and *ew* after *r*.

grōɹp	spruçə	grōom	brew
rou̯tə	tru'ism	shōot	shrew
whoçə	hur rä'	spool	strew
eoɹ'pon	tru'flə	swōon	threw
goɹ'r'mand	pro tru̯də'	snōōzə	erew'el

**Lesson 74.**

Sound of *n* before *g* and *k*, and the *k* sounds of *e*, *q*, etc.

ān'gry	brīnk	rān'eor	bān'quet
fīn'ger	flānk	sān'e'tum	eōn'quest
lān'guid	ān'klə	fūn'e'tion	vān'quish
eōn'gress	trīnk'et	sān'e'tion	mīnx
sān'guīnə	sprīnk'lə	tīn'et'ūrə	ānx'jōūs



**Lesson 75.**Sharp sound of **th**, unmarked.

th <u>ĩ</u> n	p <u>ĩ</u> th	thũn'der	pā'thos
th <u>ĩ</u> nk	tr <u>ũ</u> th	thou'sand	y <u>ũ</u> th'ful
th <u>ĩ</u> ng	d <u>ẽ</u> ath	th <u>ĩ</u> s'tl <u>ẽ</u>	th <u>ũ</u> nk'ful

**Lesson 76.**Flat sound of **th**, marked **th**.

th <u>ĩ</u> s	br <u>ẽ</u> ath <u>ẽ</u>	f <u>ũ</u> 'ther	n <u>ũ</u> th'ern
th <u>ẽ</u> m	sm <u>ũ</u> th	be n <u>ẽ</u> ath'	s <u>ũ</u> th'ern
thou	bl <u>ĩ</u> th <u>ẽ</u>	th <u>ĩ</u> th'er	th <u>ẽ</u> r <u>ẽ</u> f <u>ũ</u> r <u>ẽ</u>

**Lesson 77.**

To be copied, and placed on the board or slate.

Boys of spirit, boys of will.  
 Boys of muscle, brain, and power.  
 Fit to cope with any thing—  
 These are wanted every hour.

**Lesson 78.**

## NAMES OF MEN.

John Henry Robert  
James Arthur Thomas  
Paul Jacob William  
Frank Charles Richard

**Lesson 79.**

## NAMES OF WOMEN.

Anna Helen Clara  
Lucy Edith Alice  
Ella Mary Agnes  
Cora Sarah Laura

**Lesson 80.**Sound of **g** like *j*, marked *ġ*.

ġem	ġen'der	ġest'ūrø	dān'ġer
pāġø	ġin'ġer	o bliġø'	ġen'iūs
stāġø	ġib'bet	lōġ'ie	ġn'ġinø
lēġø	lē'ġend	māġ'ie	rē'ġion

**Lesson 81.**Sound of **g** hard, marked *g̃*.

g̃āg̃	g̃lōbø	g̃är'ter	fōg̃'g̃y
g̃āvø	g̃rāsp	g̃hāst'ly	erāg̃'g̃y
g̃āng	g̃rānd	g̃ew'g̃ay	lāg̃'g̃ard
g̃ōrgø	g̃lāncø	g̃āl'lop	g̃ig̃'g̃lø

**Lesson 82.**

## SYNONYMS.

wilø	ruse	trick	cheat	dōdġø
bīt	jōt	whīt	mītø	serāp
coil	wīnd	twīnø	twist	yŕēathø
vēx	frēt	chāfø	tēāŕø	plāġuø
tīø	līnk	bōnd	yōkø	chāīn

**Wile** is an Anglo-Saxon word; **ruse** is French; **trick** is from the Dutch; **cheat** comes originally from the Latin; and **dodge** has been traced back to the north of England.

*ADDITIONAL WORDS.*

**Lesson 83.**

Sound of th.

bōth	bērth	thīrst	āth'lētē
mōth	fīfth	thrēæt	mēth'od
ōath	fāith	thrivē	ruṯh'less
ruṯh	smīth	thwart	thrōt'tlē

Sound of th.

thān	līthē	ōth'er	broth'er
thēē	tīthē	bōth'er	smōth'er
thēsē	sōothē	mōth'er	fēath'er
thīnē	elōthē	rāth'er	lēath'er

**Lesson 84.**

Sound of ġ.

pāġē	sīġē	brīdġē	frāġ'ilē
rāġē	spōġē	lōġ'ie	ġib'lets
sāġē	stāġē	māġ'ie	eon ġēal'
wāġē	tīġē	rīġ'id	suġ ġest'

Sound of ġ̄.

flāġ̄	māġ̄'got	brī ġādē'	fa tiġ̄'lē'
prīġ̄	dāġ̄'ger	dī ġrēs's'	frāġ̄'ment
snāġ̄	ġāl'ley	stāġ̄'ger	smūġ̄'gler
be ġīn'	sīġ̄'nal	ȳrīġ̄'glē	strūġ̄'glē

**Lesson 85.**Long sound of *y*, marked *ȳ*.

lȳrē	al lȳ'	tȳ'ro	de erȳ'
tȳpē	de nȳ'	tȳ'rant	re plȳ'
stȳlē	re lȳ'	çȳ'elē	ap plȳ'
sçȳthē	de fȳ'	hȳ'drant	com plȳ'

**Lesson 86.**Short sound of *y*, marked *ȳ̆*.

mȳth	lȳr'ie	mȳs'tie	sȳn'tax
lȳnch	pȳg'my	gȳp'sum	phȳs'ie
lȳmph	sȳn'od	mȳth'ie	erȳs'tal
trȳst	gȳp'sy	sȳs'tem	sȳmp'tom

**Lesson 87.**

Words pronounced alike. Copy the sentences below and fill the blanks with the proper words.

nōt, knōt.—*He could ——— tie a ——— in the string.*

sūm, sōmē.—*He found the ——— of ——— of the numbers.*

bow, bougħ.—*He had to ——— to go under the ——— of the tree.*

fōrth, fōȳrth.—*He was the ——— man to go ——— to war.*

## Lesson 88.

## SOUNDS OF CH.

Ch unmarked has nearly the sound of *tsh*, as in *much*.

sŭch	chēŕ	chăp'ter	chăl'icŕ
whĭch	chĭdŕ	chăt'tŕl	chăr'nel
tēach	chōkŕ	chăl'lengŕ	chăr'ter

Ch, as the sound of *k*, is marked in this book eh.

ehŕōmŕ	sehŕool	ehă'os	sehŕol'ar
sehēmŕ	ehŕist	ehŕō'mo	sehŕoon'er

## Lesson 89.

## WORDS OF SIMILAR MEANING.

slōw	tăr'dy	fōnd	lōv'ing
snŭg	eō'zy	rōb	plŭn'der
răsh	hăs'ty	rĭch	wĕalth'y
ġrĭm	sŭr'ly	jŭst	ŭp'rĭght
sōlŕ	sĭn'glŕ	hŭrt	ĭn'jurŕ
sōl	spĭr'it	lōosŕ	un bound'

*The glories of our birth and state  
Are shadows, not substantial things.*

## ADDITIONAL WORDS.

**Lesson 90.**

Sound of ch.

müch	brōäch	snätch	chām'ber
chärm	chāngē	strētch	chăt'ter
chĩnk	chũrch	chĩ'nà	chĩm'ney
dĩch	prēäch	chōs'ēn	säch'el
mätch	stĩch	chěr'ub	chjēf'tain

Sound of eh.

āehē	trō'ehē	ehrōn'ie	är'ehivēs
lōeh	ehōl'er	dīs'tieh	tēeh'nies
ehō'ral	ehēm'ist	sehēm'er	sehēd'ūlē

**Lesson 91.**

Sound of ŷ.

plŷ	shŷ	drŷ'ad	ēŷē'let
skŷ	drŷ	hŷ'brid	slŷ'ness
spŷ	sprŷ	hŷ'phen	stŷl'ish
trŷ	rŷŷmē	sup plŷ'	çŷ'press
whŷ	es pŷ'	shŷ'ness	ğŷ'rātē

Sound of ȷ.

çȷst	sȷm'bol	rŷȷthm	sȷl'van
lȷnx	çȷm'bal	hȷs'sop	ğȷm'nast
erȷpt	tȷm'bal	sȷn'die	sȷr'inx



## Lesson 92.

## USE OF CAPITALS.

Begin with a capital letter every proper name, as *Paul, John Lothrop Motley, or New Mexico*; all words derived from proper names, as *Philadelphian, Japanese, or Irish*; titles of honor and respect, as *My dear Sir, His Excellency the Governor, or The Rev. J. A. Swaney, D. D.*; and all appellations of the Deity, as *God, Creator, and Redeemer.*

## Lesson 93.

## COMMON DUTIES OR ACTS PERFORMED.

fīx	frȳ	chōp	blūsh	slēēp
ēāt	hēm	whēt	bāthē	grīnd
elēan	saw	dōzē	swēēp	quīlt
sūp	kēēp	fēēd	brūsh	tōāst
tīp	wēēp	tūčk	wēāvē	shāvē
rīp	mēnd	quīt	rōāst	skātē
mōw	rākē	lēap	seour	fēāst
hōē	chāt	pēēp	eārvē	mīnēē
erȳ	chew	shūt	mārch	prunē
prȳ	eōmb	lōlȳ	slīēē	stāmp

Which six of the above words apply to farm-work? Which five to sewing? Which five to cooking? Form sentences including these.

## Lesson 94.

## WORDS OF THREE SYLLABLES.

Long and short sounds of the vowels.

bā'by hōōd

pā'tri ot

rāt'i fȳ

vāl'en tīnē

dē'i ty

ē'gō tīst

bēn'e fit

ēl'e ment

pī'e ty

vī'o lent

hīs'to ry

mīn'is ter

ō'di um

pō'et ry

mōd'est y

pōs'si blē

fū'ner al

mū'ti ny

sūb'sē quent

ēul'ti vātē

hȳ ē'nà

dȳ'nam itē

hȳp'o eritē

mȳs'ti fȳ

## Lesson 95.

## EXERCISES ON THE ABOVE LESSON.

We *ratify* an agreement when we approve or sanction it; we *mystify* when we perplex or involve one in mystery. A *patriot* is one who loves his country; an *egotist* loves himself, and is often lacking in *modesty*. A *hypocrite* is one who assumes an appearance of *piety*, which should subject him to the *odium* of good men. *History* is a record of the past; *babyhood* is the state of being a baby; and a *hyena* is a wild beast. The mind is *cultivated* by labor, care, and study.

# Lesson 96.

## SOUNDS OF C.

Soft sound of c, marked ç.

dīçê	çēāsê	çī'der	ăç'id
twīçê	trāçê	çĕn'sus	tăç'it

Hard sound of c, marked c.

tăc'tie	vīc'tor	cōp'per	cōm'ie
hēc'tie	nēc'tar	căn'dlê	stũc'eo

In these words the unmarked c is sounded like z.

suf fīçê'	diç cĕrn'	săc'ri fīçê
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In these words the canceled c is silent.

çzär	vīçt'ũals	in dīçt'ment
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# Lesson 97.

Sounds of ie and ei as long ē.

sīēğê	fīēld	wēĭr	cōn çĕit'
fīēnd	yīēld	sēĭzê	de çĕit'
brĭēf	wīēld	wēĭrd	de çĕĭvê'
thĭēf	chĭēf	shīēld	re lĭēvê'

N. B.—In words of this kind e usually follows c, and i follows l.

## Lesson 98.

## SOUNDS OF X.

The regular sharp sound of **x**, like *ks*, is unmarked.

wăx	ěx'it	ex pënd'	ex pērt'
flăx	ěx'ilě	ex pēet'	sěx'ton
něxt	těxt'ŭrě	ex pīrě'	děx'ter

Soft sound of **x** like *gz*, marked **x̣**.

ex̣ ăet'	ex̣ ǐst'	ex̣ ěrt'	ex̣ ěmpt'
ex̣ ălt'	ex̣ ŭlt'	ex̣ hōrt'	ex̣ haŭst'

**Exercise.** —The *sexton exhorted* the *exile* to make his *exit*. To *exist* is to *be*; to *exult* is to *rejoice*; and to *expire* is to *die*.

## Lesson 99.

## WORDS PERTAINING TO MOTION OF VARIOUS KINDS.

rŭn	rēġl	dănceġ	shăkġ	străy
hŏp	spĭn	wăltz	hēăvġ	slidġ
flŷ	mŏvġ	hăstġ	trēăd	seălē
stĭr	rŏġġ	spēġd	trămp	mount
păss	rŏġk	quĭġk	mărch	flēġt
skĭp	stĕp	swĭft	erĕġp	strŏġġ
lēăp	rŭsh	whĭrl	erăyġl	bŏuncġ
trŏt	jŭmp	twĭrl	flŏăt	prăncġ
flĭt	rŏăm	quăkġ	ġlĭdġ	sprĭng

# Lesson 100.

The sound of s like z, marked *sz*.

ēā'sy	tān'sy	nā'sal	pre sūmø'
ehāsm	mī'ser	re şült'	deş şert'
blouşø	rěş'in	plēaş'ant	diş şolvø'

In the following words *y* and *i* are *consonants*.

yell	yōn'der	āl'ien	elōth'ier
yārn	yēār'ly	ūn'ion	eōyrt'ier
yøuth	yēō'man	mīn'ion	brill'iant

*Malice toward none; charity for all.*

# Lesson 101.

*PARTS OF A HOUSE.*

halł	dōør	çel'lar	çēll'ing
rōof	pōrch	līn'tel	wīn'dōwş
sīł	stāįrş	ğār'ret	chīm'nēįş
sāsh	rōomş	pār'lor	shūt'ters
ēāvøş	frāmø	pān'try	kīтч'en
wāłłş	ğā'blø	elōş'et	wāįn'seot
stēps	joįsts	eōr'nīçø	wārd'rōbø
spout	høārths	mān'tēłş	chām'bers
flōør	āt'tie	trān'sòm	thrēsh'ōld

### Lesson 102.

Verbs in which the final *d* is sounded like *t*.

walkēd	swītchēd	grācēd	mārchēd
washēd	yrēnchēd	erūshēd	mārchēd
warped	elūtchēd	serāpēd	skērchēd
eūrsēd	blēssēd	pēakēd	seōrchēd

Adjectives in which *ed* is sounded.

ā'ged	erāb'bed	lēārn'ed	wīck'ed
blēss'ed	stūb'bed	be lōv'ed	dōg'ged
eūrs'ed	pēak'ed	jāg'ged	rūg'ged

### Lesson 103.

#### SYNONYMS.

ENGLISH.	LATIN.	ENGLISH.	LATIN.
āpē	īm'i tātē	bōld	vāl'or ōūs
lōvē	af fēe'tion	līft	ēl'e vātē
tāmē	do mēs'tie	rouse	āg'i tātē
wīld	fe rō'ciūs	strēss	ēm'pha sīs

*My strength is as the strength of ten,  
Because my heart is pure.*

## ADDITIONAL WORDS.

**Lesson 104.**

Sounds of ç and e.

brāçø	de çīðø'	eā'blø	æ eruyø'
prīnçø	po liçø'	æt'ivø	bro eādø'
thrīçø	se çēðø'	rēc'tor	eon erētø'
çēm'ent	li'çensø	vīe'tim	pre elūðø'
çīs'tern	ro mănçø'	tāe'ties	re eruyt'

**Lesson 105.**

Sounds of ie and ei = ē.

nīēçø	prīest	bīēr	sēiz'ūrø
fīērçø	bc līēf'	tīēr	per çēivø'
pīērçø	be sīēgø'	shriēk	re çēipt'
griēvø	re priēvø'	shēik	sēig'n'ior
thiēvø	re triēvø'	sēinø	de çēit'ful

**Lesson 106.**

Sounds of x and ẏ.

būx'om	ex çēl'	ex ūðø'	eō ex īst'
vīx'ēn	ex çītø'	ex ōt'ie	ex ēm'plar
wāx'ēn	ex plāin'	ex ām'inø	ex ėmp'tion
ēx'tant	ex tīnet'	ex ēr'tion	ex īst'ençø
eōx'eōmþ	ex trēmø'	ex hīb'it	ex haust'ion



## ADDITIONAL WORDS.

**Lesson 107.**Sounds of *ş*.

ăl <sub>ş</sub> mş	răi <sub>ş</sub> ş	rō <sub>ş</sub> 'y	pě <sub>ş</sub> 'ant
hō <sub>ş</sub> ş	chōō <sub>ş</sub> ş	păn' <sub>ş</sub> y	vī <sub>ş</sub> 'it
rī <sub>ş</sub> ş	prăi <sub>ş</sub> ş	hū <sub>ş</sub> 'şy	eø <sub>ş</sub> 'în
wī <sub>ş</sub> ş	plē <sub>ş</sub> ş	fīm' <sub>ş</sub> y	prī <sub>ş</sub> 'øn
elō <sub>ş</sub> ş	spă <sub>ş</sub> m	grē <sub>ş</sub> 'y	hū <sub>ş</sub> 'band
pa <sub>ş</sub> ş	trăd <sub>ş</sub> ş	ex eū <sub>ş</sub> ş'	prē <sub>ş</sub> 'enç <sub>ş</sub>

**Lesson 108.**

Y a consonant.

yön	yělp	Yăn' <sub>ke</sub>	be yönd'
yělk	yě <sub>arn</sub>	yēs'ter dăy	hăl'yard

**Lesson 109.**

I a consonant.

ön'ion	müll'ion	bul'ion	pe eul'iar
bün'ion	pīl'ion	Sāv'ior	be hāv'ior
pīn'ion	seūl'ion	pōn'iard	eo tīl'ion
mīl'ion	trūn'ion	spān'iel	re bēl'ion
bīl'ion	quēs'tion	eōl'ier	com pān'ion
trīl'ion	Chrīs'tian	fūs'tian	me dāl'ion

# Lesson 110.

T and s before *io* usually have the sound of *sh*.

nā'tion	ǎe'tion	měn'tion	pěn'sion
rā'tion	nō'tion	dĭe'tion	těn'sion
stā'tion	öp'tion	ayē'tion	mǎn'sion

In some words **ci** has the sound of *sh*.

spē'cie	ġlā'cial	spē'ciēs	ġrā'ciøūs
sō'cial	spě'cial	eru'cial	prě'ciøūs

The following words represent other forms of the sound *sh*.

schĭst	nōx'ioūs	eōn'sciøūs	lŭx'ū ry
ō'cean	naŭ'seøūs	fĭs'sūrē	sug'ar

# Lesson 111.

WORDS PERTAINING TO MUSIC.

āĭr	sōng	shārp	trī'o	ġām'ut
lāy	tūnē	eĥôrd	ăl'to	mū'sie
elēf	tōnē	voicē	dīt'ty	těn'or
flăt	nōtē	sō'lo	vō'eal	băl'lad
sĭng	stăff	du ět'	strāĭn	eĥō'rus

*An inch an hour, a foot a day.*

## ADDITIONAL WORDS.

**Lesson 112.**

Sound of ti like sh.

pō'tion	jũn'e'tion	o rā'tion
mō'tion	fǎe'tiøŭs	ere ā'tion
eāp'tion	frǎe'tiøŭs	do nā'tion
fǎe'tion	quō'tient	du rā'tion
eay'tion	sĕn'ti ent	ġra dā'tion
fĭe'tion	pā'tiençé	mu nĭ'tion

**Lesson 113.**

Sounds of ȝi like zh, and si like sh.

ō'ȝier	tô'r'sion	ae çĕs'sion
hō'ȝier	çĕs'sion	ad mĭs'sion
brā'ȝier	sĕs'sion	de elĕn'sion
fũ'ȝion	vĕr'sion	eon eŭs'sion
suā'ȝion	trăn'sient	ex prĕs'sion

**Lesson 114.**

Sound of ci like sh.

lŭs'ciøŭs	Ĝrĕ'cian	ma lĭ'ciøŭs
spā'ciøŭs	ju dĭ'cial	suf fĭ'cient
spĕ'ciøŭs	mu ȝĭ'cian	sus pĭ'cion
eōn'sciencé	ma ġĭ'cian	te nā'ciøŭs

## Lesson 115.

### IRREGULAR SOUNDS OF VOWELS.

Unmarked vowels sounded like short *ě*.

a'ny	bur'y	měn'aǵǵ	·pās'saǵǵ
said	man'y	môrt'ǵaǵǵ	sôl'aǵǵ
says	a ġain'	prěf'aǵǵ	rāv'aǵǵ
saiŋh	a ġainst'	těr'raǵǵ	say'saǵǵ

Unmarked vowels sounded like short *ī*.

been	lět'tuǵǵ	pret'ty	breech'eŝ
buŝ'y	wom'en	En'ġlish	buŝ'iness

## Lesson 116.

### VERBS DISTINGUISHED.

In the use of the following words careful discrimination should be observed. Examples should be given by the teacher on all, and the pupil guarded against their abuse.

ġyěŝŝ	ex pěet'	in těnd'	pûr'pôsǵ	mis trűst'
douġt	rěġk'ŏn	be lġěvǵ'	sus pěet'	eāl'eu lātǵ

**Expect** has always a reference to the future; hence it is improper to say, "I *expect* the mail has arrived." What should be said is: "I *think* (or *believe*) the mail has arrived." As **guess** means to *conjecture* or *imagine*, and **reckon** to *compute*, it would be equally improper to say, "I *reckon* (or *guess*) the mail has arrived." Neither does **calculate** mean *intend* or *purpose*; hence it is improper to say, "He *calculates* to go on a journey." **Suspect** means to *mistrust*, and is not a synonym for *expect*.

**Lesson 117.**

## SOUNDS OF OUGH AND AUGH.

In the following **gh** is sounded like *f*.

läugh	røugh	søugh	e nøugh'
eôugh	tøugh	trôugh	dràught

In the following **gh** is silent.

dôugh	bough	taugh't	sôugh't
thôugh	plough	eaugh't	bôugh't
bôr'ôugh	drough't	naugh't	fôugh't
thôr'ôugh	dough'ty	fraugh't	nôugh't
fûr'lôugh	throug'h	haugh'ty	thôugh't

**Lesson 118.**

## EXPLANATIONS OF THE ABOVE LESSON.

*Sough* is a sighing sound, as of wind in trees. *Draught* is also spelled *dräft*, and the latter orthography is more generally used in military and commercial circles. *Slough*, meaning the part that separates from a foul sore, is pronounced slŭf; as a miry place, slou; in the Central states the latter is called slōō. *Plough* is now more generally spelled plow. *Drought*, want of rain, has taken the place of *drouth*, and *naught* is now less frequently written *nought*.

# Lesson 119.

Words in which **qu** is sounded like *k*, marked **qu'**

pīquæ	eo quēt' (v.)	eōn'quēr	eo quēt̃t̃æ' (n.)
bīsquæ	ero quēt'	pīqu'ant	an tīquæ'
eliquæ	boŋ quēt'	par quēt'	tur quōis'
plāquæ	līq'uōr	ob līquæ'	bur lēsquæ'

Words in which **t** is silent.

fāst'ēn	eās'tl̃æ	brīs'tl̃æ	eħrīs'tēn
hās'tēn	nēs'tl̃æ	chās'tēn	nēs't'ling
līs'tēn	hūs'tl̃æ	ġlīs'tēn	chēs't'nut
sōft'ēn	ġrīs'tl̃æ	moist'ēn	a pōs'tl̃æ

# Lesson 120.

SYNONYMS DISTINGUISHED.

ae ċept', re ċēiṽæ'. — *We receive news when it reaches us; we accept presents when offered.*  
 ae eōm'plish, ef f̃ēt', ěx'e eūt̃æ, a chiēṽæ', per-  
 fōrm'. — *We accomplish an end; we effect a purpose; we execute a design; we perform a task; and we achieve an undertaking of importance.*  
 aw'ful, frīht'ful, drēad'ful. — *An accident may be frightful; the approach of death is dreadful to most men; the convulsions of an earthquake are awful, because filling us with awe.*

**Lesson 121.**

Words in which k, g, or n is silent.

knăb	knăčk	g'năt	de siġ'n'
knew	siġ'n	g'nay	poiġ'n'ant
knēġl	im pūġ'n'	g'närl	söl'emġ
knăp'săčk	ma liġ'n'	g'năsh	eöl'umġ
knöw'l'edġe	för'eiġ'n	g'nōmġ	eon dēmġ'

**Lesson 122.**

Words in which b, l, s, h, or w is silent.

děb̥t	hălf	hērb	ŵrēc̥k
dūmb̥	pălm	ġhōst	ŵrēath
nūmb̥	stalk	rġeum	ŵrēnch
re doub̥t'	īsl'and	ġhāst'ly	ŵrān'ġlġ
sūb̥t'lġ	vīs'eount	rġu'bärb	ŵrīnk'lġ

**Lesson 123.**

Words in which ph is sounded like f.

phrāşġ	nŷmph	döl'phin	ġp'i tāph
phlġgm	ôr'phan	sül'phur	ġl'e phant
phōn'ie	sī'phon	săp'phirġ	phā'e tōn
phġaş'ant	nġph'ew	phā'lanx	de ġī'pher
phăn'taşm	prōph'et	păm'phlet	phy ŷī'cian



## Lesson 124.

### SPECIAL DRILL IN PRONUNCIATION.

One vague inflection fills the soul with doubt;  
 One trivial letter ruins all left out;  
 A *knot* can choke a felon into clay;  
 A *not* will save him, spelt without the *k*;  
 The smallest word has some unguarded spot,  
 And danger lurks in *z* without a dot.

The following words are to be especially guarded against—they are pronounced differently, but are often confounded in common speech: *năp*, *năpě*; *őf* (*öv*), *őfĕ*; *want*, *wōn't*, *wont*; *găp*, *găpě*; *with*, *withě*; *cănt*, *căn't*; *ăynt*, *ânt*; *nĕk*, *nĕchě*; *news* (*nūs*), *nōōsě*; *ēast*, *yēast*; *seăth*, *seăthě*; *lōath*, *lōathě*; *hăvě*, *hălvě*; *ĭtch*, *ēăch*; *ôn*, *ăwn*; *săt*, *sôt*; *Göd*, *găyd*; *nöd*, *gnăyěd*; *söd*, *săyěd*; *dôn*, *dăwn*.

## Lesson 125.

Give the short sound to *a* in these words.

<i>bădě</i>	<i>măt'in</i>	<i>tăs'sel</i>	<i>păğ'ěant</i>
<i>străp</i>	<i>lĭ'lae</i>	<i>săt'ĭrě</i>	<i>năr'rōw</i>
<i>stămp</i>	<i>răp'ině</i>	<i>Ăr'ab</i>	<i>al těr'natě</i> (adj.)
<i>eătch</i>	<i>hăr'ass</i>	<i>băr'rel</i>	<i>ăl'ter nătě</i> (v.)

Give the short sound to *e* in these words.

<i>gět</i>	<i>těn'et</i>	<i>tět'ter</i>	<i>trěb'lě</i>
<i>yět</i>	<i>těp'id</i>	<i>kět'tlě</i>	<i>děe'adě</i>
<i>lěst</i>	<i>fět'id</i>	<i>pěd'ant</i>	<i>whěth'er</i>
<i>děăf</i>	<i>ěp'oeĭ</i>	<i>for gět'</i>	<i>wrēs'tlě</i>

**Lesson 126.**Short sound of **i**.

řid	vřř'or	tř rāđ'	trib'ūnē
rřnsē	sř'up	fū'tilē	prō'filē
width	ōx'idē	Ā'pril	fř nānē'
vře'ar	dř lāđ'	dř vēst'	rēs'pītē

Short sound of **o** and **u**.

slōth	prōč'esē	prōv'ōst	dūe'at
dōn'kēŷ	prōg'resē	frōnt'jēr	sūp'plē
pōl'len	be trōth'	dōč'ilē	pūp'pet
gřov'ēl	prōd'ūēē	jōe'und	fūl'sōmē

**Lesson 127.**Long sound of **a**.

yēā	lā'mā	grā'tis	sā'li ent
jēān	dā'ry	ān'cient	to mā'to
ā'pex	pā'tron	rā'tionsē	sa gā'ciōūs
bā'bel	mā'tron	squā'lōr	ra pā'ciōūs

Long sound of **e**.

rēār	sē'nilē	čērē'ment	sē'rjēs
slēēk	ef fētē'	trēā'elē	fē'brilē
lē'ver	lēř'sūrē	prē'lūdē	lē'gend
eliqūē	ēř'ther	stēēl'yārd	nēř'ther

# Lesson 128.

Long sound of i.

shīrø	sī'ren	vī'rīlø	eär'bīnø
tī'ny	gīrīm'y	fī'nītø	quī'nīnø

Long sound of o.

fōrgø	re vōlt'	ō'zōnø	flō'rist
ōn'ly	trō'phy	īn'mōst	fōr'ger

Long sound of u.

lǿū	dū'ty	lū'rid	flū'ent
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# Lesson 129.

Words properly pronounced in two syllables.

lī'en	eā'is'son	gēn'ius	tǿk'lish
jāvø'lin	rūff'ian	grǿv'øūs	jūn'ior
heī'nøūs	fīl'ial	bīv'øuæ	brēth'ren

Words properly pronounced in three syllables.

ī dē'à	rēg'ū lar	pre vēnt'ivø
jō'vi al	vīe'to ry	plā'gǿ rīsm
eōr'di al	hǿ'gī ēnø	mēl'ior ātø
trīv'i al	ē'vø n ing	un lēār'n'ed
gē'ni al	eār'ri on	al lē'gǿ nçø

## GENERAL REVIEW OF SOUNDS.

## Lesson 130.

lăçk	çent	film	eröp
băng	děäd	ġift	eöçk
hăsh	hělp	hilt	bŭlb
răpt	těst	kĭng	fŭnd
sănk	kěpt	mĭlk	ġŭlp
măsh	těxt	wĭçk	tŭft

## Lesson 131.

erāpě	blěāk	brīdě	brōkě
flāmě	blěəd	erīəd	erōāk
shāpě	trěāt	whītě	shōně
trājĭn	stěəd	flĭġht	ġlōāt
sājĭnt	sněāk	spītě	seōld
tāstě	erěām	sprĭġht	hōārd

## Lesson 132.

quoit	hěärt	sward	brawl
eloud	härm	seald	flask
flour	pärsě	seorch	ġrant
mouth	snärl	ġauzě	blānch
prowl	stärvě	elauzě	trānce
pounce	läunch	sprawl	stānch

REVIEW. (Continued.)

Lesson 133.

jēr <u>k</u>	fērn	swash	ro <u>u</u> gē
dīrk	būrn	gr <u>ī</u> f	rōost
būr	bīrch	lĕgē	sōoth
whīr	lēarn	frĕzē	stoop
wērē	dūrst	pĕçēd	swōop
blūr	quīrk	tĕrçē	whoop

Lesson 134.

elī <u>n</u> k	swath	erīngē	twīngē
plā <u>n</u> k	swāthē	drūdē	shrūg
shrū <u>n</u> k	shēathē	frīngē	slung
sphī <u>n</u> x	thōsē	hēdgē	sprāng
thā <u>n</u> k	thīrd	plūngē	vōgē
quōth	thēçē	trūdē	strēngth

Lesson 135.

bū <u>n</u> ch	quē <u>n</u> ch	ehŷmē	hē <u>n</u> çē
fē <u>t</u> ch	çhāī <u>s</u> ē	onçē	sē <u>e</u> thē
ē <u>o</u> uch	chāsēd	pūlsē	sçē <u>n</u> ē
hā <u>t</u> ch	chāstē	fōrçē	elā <u>n</u> k
serē <u>e</u> ch	eō <u>n</u> eh	erē <u>a</u> sē	kēd <u>g</u> ē
serā <u>t</u> ch	ehŷlē	flēç <u>e</u> çē	eā <u>t</u> ch

*REVIEW. (Continued.)***Lesson 136.**

skiff	erouch	blënd	slāy
seript	seāmp	friënd	sleigh
skirt	sketch	freigh	gist
seout	Seotch	trāit	jest
skulk	sievē	nāy	tīmē
seowl	eigh	neigh	thymē

**Lesson 137.**

bāizē	grāzē	thȳ	knēē
prāizē	prism	thigh	nigh
blāzē	snēzē	quitē	gnarl
browzē	spouzē	blight	erumb
frōzē	seourgē	tritē	quālm
prōzē	straight	sight	knōyn

**Lesson 138.**

brāin	ēdgē	lēast	serēen
blēach	hingē	quāint	serēam
blotch	hitch	plaid	whēat
elutch	hunch	lurch	thūmb
dēarth	drēad	sēarch	warmth
elēansē	dāmyēd	plumb	wrōught

REVIEW. (Continued.)

Lesson 139.

fīg'ūrø	frīg'id	dā'ly	trē'aty
elān'gor	fīd'get	ōw'ing	sōl'dier
stōm'æh	stēr'ilø	rē'şon	hē'θen
vēs'tigø	fræct'ūrø	trī'flø	nøū'tral
høs'tagø	fløür'ish	āeh'ing	trī'umph
dün'geon	būs'tler	fēūd'al	fā'cial

Lesson 140.

ǎx'lø	elēr'gy	rā'şın	shōp'ping
ēā'sel	stūr'dy	chār'ger	joint'ūrø
ay'thor	nērv'øūs	jøür'nal	trān'quil
rē'gion	hīth'er	chāp'lain	ser'geant
buoy'ant	bāp'tism	rōg'ish	lān'guağø
eōg'nae	kīnş'fōlk	wrēs'tling	prē'çinet

Lesson 141.

de fēr'	ae çēdø'	eon çern'	ex pēnsø'
de mūr'	ex çēd'	sue çess'	ap pēasø'
ex çess'	as çēnd'	pre diēt'	af flīet'
ex hūmø'	re sçind'	diş dāın'	ae eūrse'
in çīşø'	a skānçø'	eam pāıgn'	as pērsø'
eon fūşø'	eon elūdø'	eön'strüø	ero quēttø'



*REVIEW. (Continued.)***Lesson 142.**

jew'el	fū'el	tow'el	vow'el
fīk'lə	eāv'il	būk'lə	døüb'lə
rūs'tlə	fū'sil	būs'tlə	tīn'sel
mūs'çlə	trēs'tlə	sān'dal	chān'çel
jōs'tlə	fōnd'lə	serīb'blə	wēā'sel
mīs'sal	tūn'nol	trām'mel	whīs'tlə

**Lesson 143.**

pur sūə'	re trēat'	o bey'	gā zētə'
per tāin'	eom plētə'	in veig'h'	in triğūə'
pur vey'	re mōrsə'	em prīsə'	o pāquə'
per hāps'	dis eōārsə'	bap tīzə'	qua drīllə'
pur loin'	re hēārsə'	ea rēən'	gro tēsquə'
per chāncə'	dis būrsə'	eon vēnə'	gā zēllə'

**Lesson 144.**

saw'çer	sēr'mon	wēak'ness	squīr'rel
saw'yer	çēr'tain	wēek'-dāy	tōr'tōisə
rūf'flə	çīr'eyit	tōrsə'ly	sue çīnet
rōugh'ness	sōrv'īlə	tur moil'	tab leau'
sēn'tençə	sūr'plus	stū'por	mōn'strōūs
çēn'surə	sūr'plīçə	stew'ard	dīph'thong

## REVIEW. (Continued.)

## Lesson 145.

mē'te or  
lā'bor er  
eō'gen cy  
ād'jee tivø  
eāt'ā lōgøø  
mīs'chiev øūs

pōl'i ties  
pōl'y gōn  
fēs'ti val  
mīr'a elø  
är'se nal  
pär'ti elø

bul'le tin  
ay'to grāph  
mēr'eantilø  
ør'eøhes trà  
quan'ti ty  
roy'al ty

## Lesson 146.

ap prā'is'al  
pro fū'sion  
eom mō'tion  
as pīr'ant  
ea thē'dral  
in gēn'iøūs

a dōp'tion  
as gēn'sion  
eon trāe'tion  
ful fīl'ment  
sub stān'tial  
eom pūl'sion

ab sōrb'ent  
ae count'ant  
un dāynt'ed  
dī vēr'sion  
ma çhīn'ist  
re līn'quish

## Lesson 147.

āp per tā'xn'  
as çer tā'xn'  
brīg a dīēr'  
pēr se vērø'  
ēn gi nēer'  
ōp por tūnø'

āp ro pōs'  
īm po lītø'  
çhān de līēr'  
ēt i quētøø'  
eōm'plā' sānçø'  
ēf fer vēsçø'

sūb ma rīnø'  
īn ter rūpt'  
āe quī ēsçø'  
çīr eum vōlvø'  
ap pre hēnd'  
pīet ūr ēsçøø'

## Lessons 148 and 149.

## MARKS USED IN WRITING AND PRINTING.

- dăsh, denotes a sudden pause.  
 ~ brĕvĕ, short sounds of vowels.  
 { brăçĕ, connects words or lines.  
 ~ til'de, placed over ñ, to show  
 that a consonant sound is added.

. pĕ'ri od, a full stop.

, eom'mă, a short pause.

- mă'eron, long sounds of vowels.

☞ in'dex, that which points  
 out, or invites attention.

; eō'lon, pause less than a period.

^ eă'ret, shows an omission.

- hÿ'phen, connects syllables or  
 lines; a mark somewhat similar  
 put under n, sounded as ng, is  
 called a **bar**, while in s or x  
 it is called a **suspended bar**.

Placed under e it gives the sound  
 of ā, as in feint (fānt).

\* \* \* } el lĭp'sis, marks showing  
 . . . } that something is omitted.

" " quo tā'tion mārks, inclose  
 something quoted.

¶ pār'a grăph, used as a refer-  
 ence, or to mark a division.

* ās'ter isk,	} These marks are used to refer to passages or notes in the margin, or to foot-notes.
§ sĕe'tion,	
† dăġ'ġer,	
‡ dōub'lĕ dăġ'ġer,	
pār'al lelĕ.	

.. dī ær'e sīs, placed over the sec-  
 ond of two vowels to show that  
 they are to be pronounced as dis-  
 tinct letters. Also used as a dia-  
 critical mark, as ä in arm, and  
 called **dots**. In änt it is called  
 a **dot**. (See Lessons 20 and 43.)

[ ] brăçk'ets, or erōtch'ets,  
 used to inclose an explanation,  
 reference, or note.

^ or ~ ċir'eum flĕx, used to in-  
 dicate certain vowel sounds, as  
 â in air. [The ĭ in bird is  
 marked by a circumflex—some-  
 times called a wave.]

ç dĭl'lă, placed under ç, to  
 show that it is sounded like s.

' a pös'tro phe, denotes the omis-  
 sion of a letter or letters; also  
 the possessive case: as, John's.

; sĕm'i eō lon, a pause of longer  
 duration than a comma.

! ĕx elă măt'ion point, shows  
 surprise or wonder.

? in tĕr ro ġăt'ion point, ex-  
 presses doubt, or asks a ques-  
 tion: as, Who knows?

( ) pa rĕn'the sīs, incloses some-  
 thing inserted, by way of expla-  
 nation, within another sentence.  
 Dashes serve the same end.

N. B.—In writing, italics are indicated by one line drawn under-  
 neath the word, small capitals by two lines, and capitals by three.

## PART II.—ORTHOGRAPHY.

In this department will be found some general rules for the spelling of certain classes of words, with illustrations and exceptions. The forming of words into lesson-groups, with a view to their definition, is continued, and other features are added.

### Lesson 150.

The letters **f**, **l**, and **s**, at the end of monosyllables, and standing immediately after single vowels, are generally doubled.

gǎff	chǎff	walʎ	læss	glæss
döff	eliff	dělʎ	mæss	præss
püff	stüff	hīʎ	hæss	blæss
büff	snüff	dölʎ	möss	gröss
eüff	stiff	lülʎ	füss	trüss
luff	seöff	fělʎ	küss	dröss

Exceptions to the above rule.

īf	ǎş	gās	hış	elēf
īs	ūs	hāş	yēs	thūs
ōf	söl	waş	pūs	plūs

The following are the only other common words, ending with other consonants than *f*, *l*, and *s*, which double their finals.

ǎbʙ	ōdđ	ērʀ	īnʎ	mītʂ
ēbʙ	ěgǵ	ădđ	fīzʒ	būzz

## Lesson 151.

Words formed by adding a termination beginning with a vowel to monosyllables, or words accented on the last syllable, usually double the final consonant if the primary word ends in a single consonant preceded by a single vowel.

pěgǵəd	săd'dest	in fěrrəd'
dröppəd	höt'test	a bět'ted
elippəd	băǵ'ǵagə	be ġin'ner

Some exceptions to the above rule.

ġha ġrīnəd'	prěf'er enǵə	ġhān'ġel lor
děf'er enǵə	rěf'er enǵə	erȳs'tal līzə

## Lesson 152.

## HOMOPHONOUS WORDS.

Copy the exercises below and fill the blanks.

āīl, <i>to be sick.</i>	fāīn, <i>gladly.</i>
ālǵ, <i>a kind of liquor.</i>	fānǵ, <i>a temple.</i>
āīt, <i>an island.</i>	fěīǵn, <i>to pretend.</i>
ātǵ, <i>did eat.</i>	pāīl, <i>a bucket.</i>
eīǵht, <i>a number.</i>	pālǵ, <i>whitish; dim.</i>
bāīl, <i>surety.</i>	tāīl, <i>an appendage.</i>
bālǵ, <i>a bundle.</i>	tālǵ, <i>a story.</i>
bāīt, <i>an allurement.</i>	wāīl, <i>to lament.</i>
bātǵ, <i>to lessen.</i>	wālǵ, <i>a ridge; a mark.</i>

mādǵ, māīd.—*The ——— milked the cows and ——— the butter.*

sālǵ, sāīl.—*The house is for ———. The ships ———.*

## Lesson 153.

When the accent of a word ending in a single consonant preceded by a single vowel falls on any other syllable than the last, the final consonant is not doubled upon adding a termination beginning with a vowel.

bār'relēd	kīd'năp er	grōv'ēl ing
čăn'čelēd	jew'el er	chăn'nel ing
eāv'ilēd	lī'bel er	eoun'sel ing
čār'olēd	mōd'el er	mār'shal ing
chīš'elēd	quar'rel er	pěn'čil ing
ē'qualēd	rēv'el er	shrīv'ēl ing
grāv'elēd	trāv'el er	shōv'ēl ing
gām'bolēd	wōr'ship er	pār'čel ing
lā'belēd	vīčt'vāl er	trām'mel ing

## Lesson 154.

## PARTS OF THE HUMAN BODY.

ēyēs	hēād	bōnēs	loins	joints
jawz	skīn	knēēs	limbz	brāīnz
līps	hāīr	hēēlz	wrist	chēēks
rībz	fācē	sōlēz	flesh	thīgħz
lēgz	hānd	pālms	bēārd	thrōāt
tōēz	fīst	nāīlz	crown	brēāst
ēārz	chīn	tēēth	seālp	thūmbz
nōsē	fēēt	lūngz	skūll	splēēn
nēēk	ārmz	vēīnz	mouth	tōngvē

The **spleen** is a spongy gland above the kidney, supposed by the ancients to be the seat of anger and ill-humored melancholy; hence the word also means *anger* or *ill humor*.



## Lesson 155.

The plurals of most words are formed by adding *s* to the singular.

lōfts	drēams	mī'sers	rīv'ers
wōēs	skātes	brī'ers	ôr'gans
elays	elōvēs	gī'ants	jū'rors
plēas	plāins	rī'vals	môn'ēys

Nouns ending with *ch* (*soft*), *sh*, *x*, *z*, or *s*, add *-es* to form the plural.

fōx'es	bēnch'es	drēss'es	rād'ish es
ārch'es	mātch'es	glāss'es	bul'rush es
lŷn'x'es	blūsh'es	erōss'es	wit'ness es
īnch'es	skētch'es	pēāch'es	īst'h'mus es

## Lesson 156.

fāĭnt, *weak; languid.*  
 feĭnt, *a pretense.*  
 fātē, *decree; lot.*  
 fetē, *a festival.*  
 gāĭt, *manner of walking.*  
 gātē, *an entrance.*  
 grātē, *a fire-place.*  
 grēāt, *large; grand.*

hāĭl, *frozen rain.*  
 hālē, *strong; healthy.*  
 lāĭd, *participle of lay.*  
 lādē, *to load; to dip.*  
 lāĭn, *participle of lie.*  
 lānē, *a narrow road.*  
 bāsē, *low; mean.*  
 bāss, *a part in music.*

**Lay** has for its preterit **laid**, and **lie** has **lay**: as, He told me to **lay** it down, and I *laid* it down; or, He told me to **lie** down, and I *lay* down. The ship **lay** (not *laid*) at anchor. They had **lain** (not *laid*) down on the grass. The book **lay** on the shelf.



## Lesson 157.

Nouns ending in *f*, *ff*, and *fe* in most cases form their plurals regularly. *Wharf* has two plurals: *wharfs*, *wharves*.

pŭffs	rēffs	seārfs	be liēfs'
mŭffs	gŭlfs	stŭffs	re būffs'
eŭffs	wāifs	prōofs	mīs'chiefs

Exceptions to the above rule; as *elf*, *elves*.

ēlvēs	sēlvēs	lōāvēs	shēlvēs
līvēs	knīvēs	wolvēs	thiēvēs
wīvēs	eālvēs	bēvēs	our sēlvēs'
lēāvēs	hālvēs	shēāvēs	yōur sēlvēs'

## Lesson 158.

WORDS PERTAINING TO COLOR, AND SHADES OF COLOR.

jēt	ēb'on	rŭd'dy	pŭr'plē
tīnt	ru'by	sānd'y	sāl'lōw
grāy	īnk'y	sōr'rel	dāp'plēd
drāb	sā'blē	blū'ish	seār'let
rōān	ōl'ivē	rŭs'set	erīm'sōn
fāir	āz'urē	yēl'lōw	eār'mīnē
pīnk	ām'ber	mōt'lēy	vēr'dant
grēen	blōndē	gōld'ēn	swarth'y
brown	tāw'ny	ay'burn	vī'o lēt

The deepest *black* is **jet-black**. A *tint* is a slight coloring distinct from the main color; as, red with a blue *tint*. **Gray** was formerly also spelled *grey*; that form is now used only in *greyhound*, from Icelandic *grey*, a dog. **Azure** is pronounced āzh'ur.

## Lesson 159.

In these words the plurals are formed irregularly, and the plurals are to be found in the dictation exercises.

ōx	<i>He yoked the ōx'en.</i>
măn	<i>Many mën of many minds.</i>
chîlđ	<i>The family had six chîl'dren.</i>
gōosę	<i>The gēęsę swam in the pond.</i>
mouș	<i>The mīę gnawed the papers.</i>
louse	<i>Old hens often have līę.</i>
fōot	<i>A yarā measures three fēēt.</i>
tōoth	<i>An adult has thirty-two tēēth.</i>
wom'an	<i>Six wom'en sat in the coach.</i>
pēn'ny	<i>Twelve pence make one shilling.</i>

## Lesson 160.

The following words are used chiefly in the plural.

ōats	ăsh'ęș	măt'inș	tī'dings
tōngș	wā'ęș	bīt'terș	snűff'ęrș
dręgș	ăn'nalș	běl'lōwș	trou'șęrș
gōōdș	rīch'ęș	mēă'șlęș	bīl'iardș
mēănș	ăs'setș	vēs'perș	sčīș'sorș
dūmps	mōr'alș	dray'ęrș	twēę'zerș
	nīp'perș	pīnch'ęrș	

Webster says the spelling of **pinchers** is much to be preferred to *pinçers*. The word **bellows** (běl'lus) is both singular and plural. **Vesper**, in its singular form, means pertaining to the evening, or to the service of *vespers*; **matin** pertains to the morning.

**Lesson 161.**

Most words ending in *o* form their plurals by adding *-es* to the singular. The following words end in *es*.

hē'rōēs	eär'gōēs	po tā'tōēs
ēeh'ōēs	grōt'tōēs	to mā'tōēs
nē'grōēs	eāl'i eōēs	tor nā'dōēs

When the final *o* is preceded by a consonant, the formation of the plural varies. The following words end in *s*.

hā'lōs	eän'tōs	so prä'nōs
sō'lōs	lās'sōs	ōe tā'vōs
zē'rōs	quar'tōs	dōm'i nōs
tȳ'rōs	pro vī'sōs	me mēn'tōs

**Lesson 162.**

Require the pupil to fill the blanks below correctly.

bēāch, <i>a shore; a strand.</i>	nēēd, <i>want; necessity.</i>
bēēch, <i>a kind of tree.</i>	lēāf, <i>part of a plant.</i>
bēāt, <i>to strike; conquer.</i>	liēf, <i>willingly; gladly.</i>
bēēt, <i>a garden vegetable.</i>	mēān, <i>base; humble.</i>
flēā, <i>a small insect.</i>	mīēn, <i>manner; bearing.</i>
flēē, <i>to run away.</i>	pēācē, <i>quietness; calm.</i>
knēād, <i>to work dough.</i>	pīēcē, <i>a part; a share.</i>

pēēl, pēāl.—*A — of bells. An orange —.*

hēē, hēār.—*Sit thou — and — the speech.*

hēēl, hēāl.—*His wound in the — will —.*

### Lesson 163.

Some words in the singular form are used in both numbers.

dēŕ	<i>Twenty dēŕ were in the park.</i>
shēŕp	<i>The shēŕp were all shorn.</i>
swīŋŕ	<i>A swīŋŕ is also called a hog.</i>

Words ending in *y*, preceded by a consonant, change *y* into *i* and add *es* to form the plural.

bĕr'riēs	coun'tiēs	ā'gen ċiēs
eăn'diēs	chĕr'riēs	ġrō'ċer iēs
stō'riēs	pĕn'niēs	rĕm'e diēs

**Penny** has two plurals: *pennies* denotes the number of coins; *pence*, the amount of pennies in value. An English penny is worth about two cents, or four farthings.

### Lesson 164.

#### PROPERTIES AND RELATIONS OF LIQUIDS.

fłōŷ	ōōzŕ	dănk	quăff	fłōðd
driŕp	skĭm	dămp	frōth	stĕām
shĕd	sōăk	rĕċk	moist	spŭrt
fōām	lăvŕ	hăzŕ	stĕŕp	squĭrt
drōŕp	wăsh	swĭm	spout	frĕŕzŕŕ
ġŭsh	fŭmŕ	seŭm	douseŕ	drĕnċh

Rivers **flow** to the sea; water **drips** from the eaves; tears and blood are **shed**; the pond **freezes** over; the meadows **reek** with vapor; fountains **gush**; the sea **foams**; blood **spouts** from a vein; and the low grounds are **flooded** by the deluge.

## Lesson 165.

When the singular ends in *y* preceded by a vowel, the plural is formed by adding *s*.

ăl'lěys̄	văl'lěys̄	tûr'kěys̄	jöck'ěys̄
ăb'běys̄	völ'lěys̄	měd'lěys̄	lăck'ěys̄
ěs'says̄	fo rāys̄'	păr'lěys̄	vīç'roȳs̄
ěn'voys̄	pul'lěys̄	môn'k'ěys̄	jôûr'něys̄

An **abbey** is a house used for religious purposes. A **medley** is a confused mass, a mixture. An **envoy** is one dispatched on an errand or a mission; a **viceroy** one who rules in the name of the king. A **foray** is a sudden incursion in a border war, and a **parley** is usually a conference between enemies. A **volley** is a flight of shot. **Essay** is pronounced ěs'sa; **assay**, as sâ'.

## Lesson 166.

## TITLES, AND THEIR ABBREVIATIONS.

Mă'jor,	<i>Maj.</i>	Ėăp'tain,	<i>Capt.</i>
Döe'tor,	<i>Dr.</i>	Mis'tress,	<i>Mrs.</i>
Mis'ter,	<i>Mr.</i>	Es quīrē',	<i>Esq.</i>
Bīsh'op,	<i>Bp.</i>	Ėolø'nel (kûr'-),	<i>Col.</i>
Děă'ēon,	<i>Dea.</i>	Ėěn'er al,	<i>Gen.</i>
Ėăsh jēr',	<i>Cash.</i>	Rěv'er end,	<i>Rev.</i>

**Reading Exercise.**—She sells sea-shells. Gaze on the gay gray brigade. The sea ceaseth and it sufficeth us. A cup of coffee in a copper coffee-cup. Say, should such a shapely sash shabby stitches show? Strange strategic statistics. Shovel soft snow slowly.

**Lesson 167.**

Derivatives formed from words ending in a double consonant, in adding syllables, commonly retain both consonants.

ēbbēd	ōdd'ly	skīll'ful ness
ērrēd	stīff'ly	wīll'ful ness
būzzēd	grūff'ly	blīss'ful ness
pūffēd	grōss'ly	glāss'i ness
pāssēd	full'ness	māss'ivē ly
hīssēd	dūll'ness	en rōll'ment
stūffēd	drēss'ing	en grōss'ment
erōssēd	thralldōm	in stalldment

**Lesson 168.**

Form sentences from the following words.

mēāt, <i>flesh; food.</i>	sēāl, <i>a stamp; animal.</i>
mēt, <i>to come together.</i>	sēēl, <i>to render blind.</i>
mētē, <i>to measure.</i>	çēīl, <i>to overlay a room.</i>
pēēr, <i>an equal.</i>	sēās, <i>plural of sea.</i>
pīēr, <i>solid stone-work.</i>	sēēs, <i>beholds.</i>
rēād, <i>to peruse.</i>	sēīzē, <i>to lay hold of.</i>
rēēd, <i>a hollow plant.</i>	sēār, <i>to burn; wither.</i>
sēāl, <i>a body of water.</i>	sēēr, <i>a prophet.</i>
sēē, <i>to behold.</i>	çērē, <i>to cover with wax.</i>

sēām, sēēm.—We sew a ——. To —— is to appear.

sēēd, çēdē.—We sow ——. To —— is to give up.



## Lesson 169.

Monosyllables ending with the sound of **k**, in which *c* follows the vowel, usually add the letter *k*. This is also done with the accented syllable of some dissyllables, and sometimes also to avoid the soft sound of *c*. The *k* is now omitted at the end of most words of more than one syllable.

spěċk	frěċk'ľ	röl'ľiċkĕd	tón'ie
brĭċk	thĭċk'et	träċ'fiċkĕd	töp'ie
shöċk	stöċk'ing	fröl'ľiċkĕd	eũ'bie
plűċk	triċk'ľ	mĭm'ľiċkĕd	pűb'lie

Exceptions to the above rules.

tăle	zĭne	băr'raċk	hĭll'oċk
fĭse	pie'nie	hűm'moċk	hăm'moċk

## Lesson 170.

DAYS AND MONTHS, AND THEIR ABBREVIATIONS.

Sűn'day,	<i>Sun.</i>	Mărch,	<i>Mar.</i>
Mòn'dăÿ,	<i>Mon.</i>	Ā'pril,	<i>Apr.</i>
Tűsĕs'dăÿ,	<i>Tues.</i>	Ju ľÿ',	<i>Jul.</i>
Wédnĕs'dăÿ,	<i>Wed.</i>	Āĵ'ġust,	<i>Aug.</i>
Thűrs'day,	<i>Thurs.</i>	Sep tĕm'ber,	<i>Sept.</i>
Frĭ'day,	<i>Fri.</i>	Oe tō'ber,	<i>Oct.</i>
Săt'ur day,	<i>Sat.</i>	No vĕm'ber,	<i>Nov.</i>
Jăn'ũ a ry,	<i>Jan.</i>	De ċĕm'ber,	<i>Dec.</i>
Fĕb'ru a ry,	<i>Feb.</i>	Ĉhrĭst'mas,	<i>Xmas.</i>

May and June are usually written in full; the seasons, Spring, Sűm'mer, Āĵ'tumpĵ and Win'ter, are also not abbreviated.



**Lesson 171.**

In derivatives formed from words ending with a silent *e*, the *e* is generally retained when the termination begins with a consonant.

pālē'ness	fīnē'ness	in cīte'ment
hātē'ful	gāmē'ster	ma tūre'ly
chāstē'ly	flēdē'ling	eon cīse'ness
mōvē'ment	stārve'ling	de fāce'ment

Some exceptions to the above rule.

wīdōm	jūdg'ment	nūrs'ling
whōl'y	lōdg'ment	a brīdg'ment

**Lesson 172.***SYNONYMOUS ADJECTIVES.*

nās'ty	fīlth'y	squal'id	im pūre'
naught'y	per vēse'	eor rūpt'	sīn'ful
ob seūre'	glōom'y	dūsk'y	shād'ed
oe eult'	hīd'den	sē'eret	un knōwn'
pal'try	līt'tle	pēt'ty	trī'fling
pēace'ful	un mōved'	plāc'id	se rēnē'
pēr'fect	hō'ly	blāmē'less	faūlt'less
pīth'y	eon cīse'	com pāet'	point'ed
pēev'ish	frēt'ful	chūrl'ish	erūst'y

**Nasty**, applied in England also to the weather, is a Scandinavian word; **filthy** is English; **squalid** is Latin; and **impure**, Latin through the French. **Concise** is pronounced kon cīçe'.

## Lesson 173.

Derivatives formed from words ending in silent *e*, when the termination begins with a vowel, generally omit the *e*.

ūs'agē	gūid'angē	fōrç'i blē
dūr'angē	plūm'agē	sāl'a blē
flēē'cy	grīēv'angē	mo:v'a blē

Exceptions to the above rule.

dȳē'ing	tōē'ing	pēāçē'a blē
tīngē'ing	hōē'ing	chārgē'a blē
sīngē'ing	shōē'ing	chāngē'a blē

**Dyeing**, the act of coloring, is so spelled to prevent confusion with *dying*, pertaining to death.

## Lesson 174.

bȳ, <i>near at hand.</i>	mīgh̃t, <i>power; ability.</i>
bȳȳ, <i>to purchase.</i>	mītē, <i>a small particle.</i>
elīmē, <i>region; climate.</i>	nīgh̃t, <i>darkness.</i>
elīm̃, <i>to mount up.</i>	knīgh̃t, <i>title of honor.</i>
dlē, <i>to cease to live.</i>	sīzē, <i>bulk; extent.</i>
dȳē, <i>to color; to stain.</i>	sīgh̃s, <i>plural of sigh.</i>
īslē, <i>a small island.</i>	rȳē, <i>a kind of grain.</i>
āīslē, <i>a narrow passage.</i>	ȳrȳ, <i>crooked; twisted.</i>

liē, lȳē.—*Do not* — *down.* — *is used in making soap.* *A* — *is a falsehood.*

quīrē, choir.—*A* — *of paper.* *The* — *sang a hymn.* *How many sheets are in a* — *?*

## Lesson 175.

Words ending in **-er**.

nī'ter	sā'ber	ġen'ter	spěe'ter
fī'ber	ō'eġher	sōm'ber	eāl'i ber
mē'ter	ūm'ber	mēā'ġer	thē'a ter
mī'ter	lūs'ter	sġep'ter	ma nġū'ver

Exceptions to the above.

ā'erġ	ō'ġrġ	lū'erġ	mās'sa erġ
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**Niter** is also called *salt peter*. A **fiber** is a thread-like substance. A **miter** is a bishop's head-dress. **Ocher** is a fine clay, commonly yellow; **umber** is a brown ocher. An **ogre** is a monster in fairy tales, and a **specter** is a ghost. **Lucre** signifies gain, profit.

## Lesson 176.

WORDS PERTAINING TO TIME.

ēvġ	sōon	ġv'er	mōd'ern
āyġ	dātġ	āft'er	nōv'īġġ
āġġ	lātġ	nġv'er	mōr'rōy
dāy	yōrġ	ġār'ly	rġġent
now	frġsh	prī'or	lātġ'ly
thġn	yōūng	to-dāy'	al'wāy's
whġn	sīnġġ.	ōld'er	sġā'sōn
till	whīġġ	jūn'ior	mō'ment
nōon	a nōn'	sġn'ior	fōrt'nīġht

**Aye**, meaning *always*, is pronounced ā; as an affirmative vote, pronounced ī. **Yore** means in long time past.

# Lesson 177.

Words ending in *-ise*; in the following *s* is pronounced like *z*.

ad vīſe'	com prīse'	ċīr'eum ċīse'
de vīse'	sur prīse'	af frăn'chīse'
re vīse'	dis ġūise'	ċōm'pro mīse'
de mīse'	chas tīse'	erīt'i ċīse'
ex ċīse'	frăn'chīse'	dis frăn'chīse'
ap prīse'	ĕx'er ċīse'	on frăn'chīse'
sur mīse'	ĕx'or ċīse'	ĕn'ter prīse'
pre mīse'	ăd ver tīse'	sū per vīse'
de spīse'	ĕăt'e ĕhīse'	mēr'chan dīse'

The above, chiefly verbs, are the principal words in the English language ending in *ise*; in *ċīse'*, to cut in, might be added. **Exercise**, to set in action, is pronounced nearly like **exorcise**, to cast out spirits, although in the latter the *o* is sounded slightly.

# Lesson 178.

Fill the blanks below, and form the other words into sentences.

bōwl, <i>a concave vessel.</i>	mōăt, <i>a ditch; a trench.</i>
bōll, <i>pod of a plant.</i>	mōtĕ, <i>a small particle.</i>
bōlē, <i>body of a tree.</i>	ōār, <i>a long paddie.</i>
ġrōăn, <i>a moaning sound.</i>	ō'ēr, <i>contraction of over.</i>
ġrōwn, <i>increased.</i>	ōrĕ, <i>unrefined metal.</i>
hōlē, <i>a hollow place.</i>	pōlē, <i>a rod; a long stick.</i>
whōlē, <i>all; entire.</i>	pōll, <i>the head.</i>

nō, knōw.—*Did you — him? —, I did not.*  
 pōār, pōrĕ.—*The sweat did — from every —.*

## Lesson 179.

## COMMON ABBREVIATIONS.

Ēast,	E.	Last mōnth,	Ult.
Wĕst,	W.	This mōnth,	Inst.
Nōrth,	N.	Nĕxt mōnth,	Prox.
South,	S.	Ex ām'plĕ,	Ex.
Nūm'ber,	No.	Mān'ū serĭpt,	MS.
Ān'swer,	Ans.	Āft'er nōn,	P. M.
Coun'ty,	Co.	Ĝōv'ern or,	Gov.
Fōrĕ'nōn,	A. M.	Ĝĕn'tlē men,	Messrs.
Vōl'ūmĕ,	Vol.	Hōn'or a blĕ,	Hon.
Rāil'rōad,	R. R.	Pro fĕss'or,	Prof.
Pōst'serĭpt,	P. S.	Pōst Of'fĭĕ,	P. O.
Mount'ain,	Mt.	Tākĕ nō'tĭĕ,	N. B.

## Lesson 180.

Fill the blanks below, and compose other sentences.

mūĕ, *to meditate.*

mew, *an inclosure.*

slūĕ, *to turn aside.*

slew, *did slay; killed.*

flūĕ, *passage for smoke.*

flew, *did fly.*

hūĕ, *color; tint.*

hew, *to cut; to chop.*

Hūĝh, *a man's name.*

yew, *an evergreen tree.*

cwĕ, *a female sheep.*

yōu, *person spoken to.*

blew, blūĕ.—*The wind — gently over the dark*

— sea. *The color of the clear sky is —.*

dūĕ, dew.—*The note is —. The — is falling.*

## Lesson 181.

Words spelled alike, but pronounced differently.

Av'gust, <i>eighth month.</i>	găl'lant, <i>brave.</i>
av'güst', <i>grand; awful.</i>	gäl länt', <i>a beau.</i>
eöm'päet, <i>an agreement.</i>	im'press, <i>mark; stamp.</i>
eom päet', <i>firm; solid.</i>	im prëss', <i>to stamp.</i>
eön'sôrt, <i>a companion.</i>	mîn'ute (-it), <i>60 seconds.</i>
eon sôt', <i>to associate.</i>	mî nûte', <i>very small.</i>
eön'viet, <i>a criminal.</i>	pröd'ûçç, <i>that yielded.</i>
eon viet', <i>to prove guilty.</i>	pro dûçç', <i>to bring forth.</i>

rebel.—A —— is one who ——s. frequent.—His visits were —— . To —— is to visit often.

## Lesson 182.

The following words, similar to the above, are *nouns* when accented on the first syllable, and *verbs* when accented on the last. Let the pupils place the proper accent and marks upon them in both relations, and define them.

af fix	eon test	eon sole	pro ject
ae çent	eon trast	ex port	pro test
eom press	eon vert	fer ment	sub ject
eon çert	con verse	im port	ree ord
eon duet	des ert	in çense	sur vey
eon fliet	di çest	ob ject	tor ment

An **affix** is a syllable joined to the end of a word; to **affix** means to join at the end. **Incense** is the odor of spices and gums burned in religious rites; to **incense** is to enrage.



## Lesson 183.

The **su** and **si** in these words are sounded like *zh*.

vīš'ion	dī vīš'ion	ex elū'sion
měāš'ūrē	de ċīš'ion	ex plō'sion
trěāš'ūrē	ad hē'sion	eol liš'ion
plěāš'ūrē	de lū'sion	eom pōs'ūrē
ūš'ū al	in vā'sion	in elōs'ūrē
ū'sū ry	eon elū'sion	dis elōs'ūrē

The books which help you most are those which make you think most. The hardest way of learning is by easy reading; but a great book that comes from a great thinker,—it is a ship of thought, deep freighted with truth and with beauty.

## Lesson 184.

Fill the blanks below with the proper words.

dām, <i>to stop the flow.</i>	lăx, <i>loose.</i>
dāmp, <i>to condemn.</i>	lăps, <i>plural of lap.</i>
drām, <i>a drink of liquor.</i>	lăpsē, <i>to fall.</i>
drăċhm, <i>60 grains.</i>	răċk, <i>to stretch.</i>
jām, <i>a conserve of fruit.</i>	yrăċk, <i>a sea-plant.</i>
jāmb, <i>part of a chimney.</i>	răp, <i>to strike.</i>
lăċks, <i>wants; needs.</i>	yrăp, <i>to fold together.</i>

tō, tōō, tŵō.—He was ——— late ——— see the apple  
cut in ———. ——— be, or not ——— be.

**To** is pronounced tō when emphasized, or standing alone, but tōō when not emphatic. **Too** and **two** have always the long sound.



## Lesson 185.

Words derived from the Greek, having the sound of *i* in the first syllable, are generally spelled with a *y*.

tŷp'ie	sŷm'pa thy	tŷr'an ny
çŷn'ie	sŷl'la blø	sŷm'me try
phŷs'ies	pŷr'a mīd	hŷs tēr'ie
hŷm'nal	sŷn'o nŷm	çŷl'in der
sŷr'ingø	syn øp'sis	mŷs'te ry
hŷ'men	dŷ'nas ty	dŷ nām'ie
hŷ'drà	hŷ'dro ġen	hŷ'a ġinth

**Typic** means of the nature of a *type*; **cynic**, having the qualities of a surly dog; a **hymnal** is a book of hymns; and **physics** is the science of nature.

## Lesson 186.

## WORDS PERTAINING TO DISEASE, MEDICINES, ETC.

īlŷ	seärs	sprāġn	īlŷ'ness	pow'ders
stŷ	pāġns	hēalth	môr'bid	āb'sçēss
wēn	pīlŷ	fēl'on	un wēll'	plās'ter
sōrø	wøund	fē'ver	tŷ'phus	diŷ ēaşø'
bānø	boils	vī'rus	at tāk'	āġl'ment
ġout	spāsmŷ	tū'mor	in fēet'	ea tārŷh'
fīts	ā'ġūø	vēn'om	pŷst'ūlø	hēad'āeŷø
drŷġ	sālvø	pāl'sy	drøp'sy	pōŷl'tiçø
eōld	quāk	ūl'çer	poi'søn	tŷ'phoid

Which words in the above are the names of *diseases*? Which indicate *outward applications*? Which refer to *effects of injuries*?

## Lesson 187.

Note carefully the spelling of these words.

pûr	gũard	vās'sal	pōs tīl'ion
pērt	lōđgē	tās'sel	dōl'or øūs
vjew	mērgē	vīr'gin	sòv'er øign
surē	swēat	tûr'gid	ām a tēur'
shoē	tīgħt	mỹr'tlē	prōs'e lýtē
lewd	truçē	sēr'aph	sēp'a rātē
knōb	gũidē	pāl'açē	sē'ere çy
jōwł	ýrōng	mōn'ger	ēē'sta sy
ēarl	cōrps	sēn'atē	ōs'çil lātē
sīgn	tēmpť	tōy'ard	be ġin'ning

## Lesson 188.

bēłł, <i>a sounding vessel.</i>	sēn'sor, <i>a kind of nerve.</i>
bēłłē, <i>a fine lady.</i>	çēns'er, <i>vase for incense.</i>
brēād, <i>a kind of food.</i>	çēn'sor, <i>a harsh critic.</i>
brēd, <i>trained.</i>	ģmēst, <i>a visitor.</i>
çēłł, <i>a small room.</i>	ģmēssēd, <i>did guess.</i>
sēłł, <i>to dispose of.</i>	çēł'lar, <i>an under-room.</i>
çēnt, <i>a small coin.</i>	sēł'ler, <i>one who sells.</i>
sçēnt, <i>a perfume.</i>	rēst, <i>to repose.</i>
sēnt, <i>did send.</i>	ýrēst, <i>to take by force.</i>
sērf, <i>a slave.</i>	sērgē, <i>a twilled stuff.</i>
sûrf, <i>broken waves.</i>	sûrgē, <i>a large wave.</i>

lēd, lēād.—He —— him astray. —— is a metal.  
rēd, rēād.—He —— the book. —— is a color.

# Lesson 189.

Words liable to be misspelled.

phāsę	sā'tyr	ęīr'ęđit	sęī āt'ie
rōęųę	sīb'yl	ęūr'tāin	ād'di blę
saųęę	ęy'ing	jęőp'ard	stū'pe fỹ
thralł	vīg'il	mōr'tisę	vīt'ri fỹ
sōųręę	tēn'or	fōr'fęit	vīt're őűs
slūųęę	tāl'on	ęōl'leęę	dōm'i ęilę
writhę	rāb'id	psal'ter	sū per sēdę'
hęighłt	lī'bel	jőūr'nęy	vāę'il lātę
pligłt	hū'mor	sūr'fęit	fās'ęi nātę
plęđęę	mam mā'	ģāl'lōųs	ęōl on nādę'
hęarsę	ręv'el	jęāl'őűs	be lęā'ģųer

# Lesson 190.

COMMERCIAL TERMS AND ABBREVIATIONS.

to, or āt,	<i>a</i> or @	hūn'dred-węighłt,	<i>cwt.</i>
bār'rel,	<i>Bbl.</i>	dīt'to (the same),	<i>Do.</i>
dębł'tor,	<i>Dr.</i>	re ęęivęd',	<i>rec'd.</i>
bāl'anęę,	<i>bal.</i>	pāy'ment,	<i>pay't.</i>
ęōm'pa ny,	<i>Co.</i>	pęn'ny węighłt,	<i>pwt.</i>
a mount',	<i>amt.</i>	in'ter est,	<i>int.</i>
ae ęount',	<i>acct.</i>	dīs'ęount,	<i>dis.</i>
ęāsh ( <i>or</i> ęol lęēt')		mēr'chan dīsę,	<i>mdse.</i>
ōn de liv'er y,	<i>C.O.D.</i>	eręd'it or,	<i>Cr.</i>

Do not wait for extraordinary opportunities for great actions, but make use of common situations.

**Lesson 191.**

Words which require care in spelling.

vāgŭæ	ō'dor	chăp'el	săt'el litē
gōŭrd	pa pä'	trīp'lē	flăg'ēo lēt
swōrd	ār'id	hēŭf'er	wōol'li ness
vērgē	līl'y	prīm'er	sīb'yl līnē
pûrgē	eōp'y	nīck'el	săe'ekha rīnē
bŭild	du ět'	pīg'ēon	rēn'dez voux
ŵrăth	săl'ad	elăm'or	hēm'or rŭagē
ŵrôth	tēn'on	wēē'vīl	erŷs'tal līnē
pshay	la pēl'	ero çheŭ'	sōph'o mōrē
psălm	ēī'der	eōn'dŭit	săe'ri legē

It is better to know much of a few things than a little of many things.

**Lesson 192.**

WORDS REFERRING TO SHAPE OR FORM.

bōŵ	ärch	thīck	ō'val	.lēngth
bēnt	slīm	erōok	ē'ven	sphēre
lōng	lūmp	point	tă'per	brēadth
wīdē	shōrt	bŭlgē	e rēet'	năr'rōŵ
lēan	stout	round	lēv'el	eōn'vex
tall	brōad	slănt	bŭlk'y	eōn'eăvē

*A ball or sphere is ——. When an object is hollow and curved, we say it is ——; when it is rising or swelling into rounded form, we say it is ——; when shaped like an egg, it is ——.*

*GENERAL REVIEW OF PART II.*

**Lesson 193.**

Repeat the rule given in Lesson 150.

blæss	drill	stall	huff
bræss	dwell	quell	miss
chæss	frill	quill	miss
glæss	knell	seul	ruff
eræss	knoll	thrill	miss

**Lesson 194.**

Repeat the rule given in Lesson 151.

inn'ing	a butt'al	ab hør'rence
knit'ting	ae quit'tal	re mit'tance
sléd'ding	es tōp'pel	oe eūr'rence
spīn'ning	pro pēl'ler	ad mit'tance
whīp'ping	eon trōl'ler	re bēl'iøus

**Lesson 195.**

Repeat the rule given in Lesson 153.

ēd'it or	eān'on īzē	hīn'der ançē
ay'di tor	eān non ādē'	dīf'fer ençē
eūs'tom er	ôr'phan agē	sūf'fer ançē
līs'ø'n er	mēs'mer īsm	eōn'fer ençē
rēf er ēø'	eōm'bat ant	tēm'per ançē

*REVIEW. (Continued.)***Lesson 196.**

Repeat the rules given in Lesson 155.

ös'trich'ēs	skîr'mish ēş	ădz'ēs
sănd'wich ēş	văr'nish ēş	chîntz'ēs
dis pătch'ēs	păr'a dōx ēş	eăr'easş ēş
blēm'ish ēş	eru'çi fix ēş	măt'tress ēş

Repeat the rules given in Lesson 161.

bŭf'fa lōēs	măn i fēs'tōēs	nŭn'ci ōş
vī rā'gōēs	dēs per ā'dōēs	stī lēt'tōş
vol eā'nōēs	se rāgl'iōş	pal mēt'tōş
mos quī'tōēs	vīr tu ō'sōş	pōrt fōl'iōş

**Lesson 197.**

Repeat the rule given in Lesson 165.

joys	de eoys'	re lāyş'	sûr'veyş
gŭyş	af frāyş'	de lāyş'	nōşē'gāyş
drāyş	dis plāyş'	al loyş'	hōl'i dāyş
buoŷş	Sē'poyş	eōn'voyş	eōr'du royş

Repeat the rule given in Lesson 163.

ēū'lo ġiēs	ġēm'e tēr iēs	de fī'cien ġiēs
pōl'i ġiēs	sēm'i na rīēs	ăŭx il'ia rīēs
ġăl'ler iēs	dis tīl'x'er iēs	ne ġēs'si tīēs
eăl'um nīēs	hos tīl'i tīēs	de līn'quen ġiēs



*REVIEW. (Continued.)***Lesson 198.**

Repeat the rule given in Lesson 167.

kiss'ing	ōdḍ'i ty	as sēs's'a blē
pāss'ing	drōl' er y	suē çēs's'ful ly
seōff'ing	nūl'li fȳ	pro fēs's'ed ly
sniff'ing	elās'si fȳ	gūl li bīl'ī ty
dwēll'ing	dis mīss'al	er rō'ne øūs
quēll'ing	trēs'pass er	eon gres'sion al
small'ness	trans gres's'or	em bār'rass ment
bluff'ness	en fēøff' ment	dīs til lā'tion
tīll'agē	im prēs's' ment	in stal lā'tion
ōff'spring	in thral'l' ment	īn stil lā'tion

**Lesson 199.**

Repeat the rule given in Lesson 169.

træk	ræk'et	eħa öt'ie
chæk	ȳræk'agē	eħōl' er ie
clæk	knűck'lē	ee çēn'trie
knöck	eōl' iek y	em phāt'ie
trűck	gār'liek y	ē niğ māt'ie
eäck'lē	phthīs' iek y	ēn er gēt'ie
eöck'lē	hāv'oek ing	ee elē si ās'tie
chűck'lē	biv'ouäcked	ēn thū si āst'ie

Exceptions to the Rule.

răn'sæk	bul'l'oek	eās'soek	pād'doek
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## REVIEW. (Continued.)

## Lesson 200.

Repeat the rule given in Lesson 171.

ĩm'ágø ry	blithø'sómø	eom plètø'ness
en tĩrø'ty	a bātø'ment	sō'cia blø ness
se vērø'ly	al lūrø'ment	sēp'a ratø ly
ād'vērsø ly	be gūilø'ment	de ċĩ'sivø ly
a eūtø'ness	be rēavø'ment	en øøŭr'agø ment
e lōpø'ment	in dōrsø'ment	ag gŕān'dizø ment
ef fāçø'ment	chās'tișø ment	ad vēr'tișø ment

Exceptions to the Rule.

dū'ly tru'ly ĩn flam mā'tion æ knōŷl'edg ment

## Lesson 201.

Repeat the rule given in Lesson 173.

e rās'ūrø	de sīr'øŭs	ag gŕiēv'ançø
ex pōș'ūrø	es pouș'al	ad vī'so ry
dēf'i nītø	ex trēm'ist	ĩn'sti gā tor
eom pōș'ītø	be liēv'ing	tēl e seöp'ie
de çēŷv'ing	eo ēr'cion	çĩv'il ĩz ing
en gāg'ing	eom mēr'cial	sūb'si dīz ing
in erēas'ing	eon nīv'ançø	sŷm'pa thīz ing

Exceptions to the Rule.

out rā'gøøŭs sērv'icø a blø ād van tā'gøøŭs

REVIEW. (Continued.)

Words illustrating the foregoing rules.

Lesson 202.

tiff	bär'xød	bräg'gart	prös'per øūs
räff	bäg'gød	drüg'gist	rän'eor øūs
gall	bīt'ten	ex çel'ling	seän'dal izø
skill	bīd'den	de tēr'ring	eön'su latø
seröll	in'ner	for bīd'ding	in'fer ençø
trill	sīn'ner	fēr'ret ing	mäg'net ism
grill	jōb'ber	gām'bol ing	vāp'or izø
erēsş	shūt'ter	eōl'lar ing	sīg'nal izø
flōsş	slip'per	rēā'søn ing	pēr'søn aģø
gnēiss	drūm'mer	ēn'ter ing	pāt'ron aģø

Lesson 203.

bōss'eş	sāl'vōş	frāyş	rāil'ler işş
elāss'eş	frēs'eōş	stāyş	rħāp'so dīşş
bēçh'eş	mān'gōş	eār'boys	prōph'e çīşş
brēāch'eş	mōt'tōşş	bēl'frişş	shrüb'ber işş
yrēтч'eş	eām'e oşş	bēātū'tīşş	trēāş'ūr işş
pār'ish eş	stū'di øūs	chār'i tīşş	in'dus trīşş
fløūr'ish eş	pōr'ti eōøş	eo quēt'rīşş	jēāl'øūs işş
in'dex eş	ēm'bry oşş	dī'a rīşş	fāl'la çīşş
vōr'tex eş	al bī'nōş	dī'nas tīşş	fān'ta sīşş
tō'paz eş	ea sī'nōş	lūx'ū rīşş	fāe'ul tīşş

## REVIEW. (Continued.)

Words illustrating the foregoing rules.

## Lesson 204.

snŭf'flə	ad dĩ'tion	erăċk'lə
směl'ing	re mīs'sion	bēc'k'ŏn
prĕss'ūrə	pro ġrĕss'ivə	bŭċ'k'ler
re bŭff'ing	pos sĕss'ivə	quĭċk'ĕn
ap pal'ing	fal lă'ciŏŭs	brăċk'ish
ad drĕss'ing	doġ măt'ie	e lăs'tie
chĭll'i ness	eoŝ mĕt'ie	el lĭp'tie
mĕss'i ness	ġĭ ġăn'tie	ee stăt'ie
măs'sivə ness	in trĭn'sie	ay thĕn'tie
ġlĕss'i ness	băr băr'ie	pro phĕt'ie

## Lesson 205.

ob tŭsĕ'ness	lĕi'ŝurə ly	dŏm'i ċilə
ob seŭrĕ'ness	sĕnsĕ'less ly	fals'i ty
ab strusĕ'ness	shăme'fŭl ly	vĕr'si fŷ
noi'sŏmĕ ness	likĕ'li hŏod	vĕnt'ŭr ŏŭs
eărĕ'less ness	im prŏvĕ'ment	vĭrt'ŭ ŏŭs
lŏvĕ'li ness	ob ŝĕrv'angĕ	in quĭr'y
ăe'eu ratĕ ly	pur sŭ'angĕ	ef fŭ'sivĕ
ăd'e quătĕ ly	eom păr'a tĭvĕ	trans lăt'or
ŏb'sti natĕ ly	eom păr'i son	blas phĕm'ing
of fĕn'sivĕ ly	eŏm pe tĭ'tion	sup pŏŝ'a blĕ

## PART III.—ETYMOLOGY.

In this department will be found an explanation of many of the prefixes and suffixes employed in word-building, interspersed, as in the previous lessons, with language-lessons of various kinds.

### Lesson 206.

#### *PRIMITIVE AND DERIVATIVE WORDS.*

Primitive words are those which are not derived from any other word in the language. The following are primitive words of the Anglo-Saxon or Middle English period (A. D. 1200–1500).

ask	rōt	dōtē	bākē	elōth
eōo	wōo	fōlk	rēap	hēārth
mīx	kīn	līsp	sōot	shrewd
nīp	ōwn	pāth	drēam	frīght
gūm	rīd	spīt	frēak	thrēad

Derivative words formed from the above.

asked	sōot'y	dō'tagē	drēam'less
wōōed	gūm'my	elōth'ing	frēak'ish
mīxed	kīn'ship	rīd'dancē	shrewd'ness
nīpped	ōwn'er	fōlk'-lōrē	thrēad'bārē
bākēd	rōt'ten	pāth'wāy	frīght'ful

In a language like ours, where so many words are derived from other languages, there are few modes of instruction more profitable than that of accustoming young people to seek for the etymology or primary meaning of the words they use.

## Lesson 207.

Compound words are formed by uniting two simple words.

out'set	lānd'lōrd	dōoms'dāy	kēy'-stōnē
hēad'lōng	chār'eōal	nīgh't'fal	dȳē'-stūff
ōat'mēal	mēan'tīmē	hāil'stōnē	wēll'-mēant
nōon'dāy	tōoth'-āehē	quīēk'sānd	watçh'-wōrd

wa'ter-fal	lēt'ter-bōx	pōst'al-eārd
pow'der-flask	thūn'der-bōlt	mūsk'-mēl on
eōp'y-bōok	hānd'ker چیف	eāmp'-mēet ing
hōn'ēy-eōmþ	sehōol'-mās ter	spēll'ing-bōok

## Lesson 208.

bīn, *a box for grain.*

been, *past particip. of be.*

çit, *a citizen.*

sīt, *to rest on a seat.*

gīlt, *overlaid with gold.*

gūilt, *crime; offense.*

hīm, *objective case of he.*

hȳmþ, *a sacred song.*

kīlȳ, *to put to death.*

kīlþ, *an oven for drying.*

līmþ, *a branch; member.*

līmþ, *to draw or paint.*

mīst, *fog; fine rain.*

mīssēd, *past par. of miss.*

nīt, *egg of an insect.*

knīt, *to unite closely.*

īn, īnþ. — *He lodged at night — the public —.*

rīng, ȳrīng. — *We — a bell, but we — clothes to force out water. A — is a circle.*

— **Set, sit.**—We say the sun has **set**, but human beings **sit**. A hen does not **set**—she **sits**; but we **set** a hen when we cause her to **sit** upon eggs.

## Lesson 209.

### SUFFIXES.

A **suffix** is a letter or syllable added to the end of a word. In the following words **-er** and **-or** are suffixes, and signify *one who*; as **caller**, *one who calls*. In some words the suffixes **-ar** and **-ant** have the same meaning, as given below. From the words in the last column require the pupil to form words similar to those in the first three columns.

dīg'ger	ăet'or	lī'ar	drive
cal'ler	săil'or	bēg'gar	ed'it
wōrk'er	ere ā'tor	serv'ant	as sist'

The suffix **-er** also indicates the comparative degree of adjectives, and **-est** the superlative. Let the pupil compare in the same way the words in the last column.

strāngē	strān'ger	strān'gest	grāvē
blăck	blăck'er	blăck'est	falsē
chēap	chēap'er	chēap'est	seârçē

## Lesson 210.

### TRADES AND OCCUPATIONS ENDING IN -ER.

pāv'er	drōv'er	plănt'er	gār'den er
bāk'er	eōp'er	păint'er	ear'pen ter
pōr'ter	bănk'er	prīnt'er	plăs'ter er
grō'çer	fărm'er	butçh'er	en grāv'er
eärt'er	wēāv'er	tēach'er	făr'ri er

**Paver** is also written pāv'ier and pāv'ior. A **porter** is a door-keeper; also a carrier. **Porter** is also a malt liquor.



## Lesson 211.

Adjectives ending in *y* generally form the comparatives and superlatives by changing the *y* into *i*, and adding *-er* and *-est*. Write the comparatives of the words in the last column.

hō'ly	hō'li er	hō'li est	měr'ry
ũg'ly	ũg'li er	ũg'li est	eòmē'ly
sĭl'ly	sĭl'li er	sĭl'li est	rěad'y

Words of more than two syllables are compared by prefixing **more** and **most**. Compare the words below, and fill blanks.

těr'ri blø	ěx'cel lent	wón'der fŭl
běaũ'ti fŭl	ġlō'ri øŭs	tałk'a tīvø

*A circle is — beautiful than a square. She was the — excellent scholar of the two. He was the — talkative boy in school.*

## Lesson 212.

małł, a wooden hammer.	ay'ģer, tool for boring.
małł, to beat and bruise.	ay'ģur, to foretell.
hałł, a large room.	al'tar, place for sacrifice.
hałł, to pull or draw.	al'ter, to change; to vary.
ayģłt, any thing.	quarts, plural of quart.
oģłt, should; is fit.	quartz, a mineral; siŭer.

alł, ałł. — shoemakers use an —.

bałł, bałł.—The earth is a —. To — is to cry aloud. A dancing-party is called a —.



### Lesson 213.

The suffixes **-er** and **-or** denote the doer, and **-ee** the receiver.

pāy'er	pāy ēē'	lēg a tōr'	lēg a tēē'
dō'nor	do nēē'	as sīgn ôr'	as sīgn ēē'
lēś'sor	lēś sēē'	prōm'is ôr	prōm is ēē'
dray'or	dray ēē'	nōm'i nōr	nōm i nēē'
grānt'or	grānt ēē'	gūār'an tōr	gūār an tēē'

The **drawer** of an order or bill of exchange is the one who makes or draws it; the **drawee** the one on whom it is drawn. The **lessor** is the one who gives a lease; the **lessee** the one to whom it is given. The **legator** is one who bequeaths a legacy; the **legatee** receives it. **Conferree** is spelled with two r's.

### Lesson 214.

#### NAMES OF VARIOUS KINDS OF TOOLS.

ăx	filē	knifē	hă'm'er	măl'let
hōē	răsp	lăthē	shōv'el	trow'el
bīt	spādē	brūsh	chīś'el	pīk'ăx
saw	plănē	shēars	sīk'lē	erōw'-bār
ădz	flăyl	slēdgē	grāv'er	ră'm'er
pīk	wēdgē	squârē	măt'tock	elēāv'er
răkē	gōugē	gīm'let	fōr'ceps	hătch'et

The seven principal hand-tools of civilized man are said to be the **ax**, **saw**, **plane**, **hammer**, **square**, **chisel**, and **file**.

Ye who long for work of nobler mold,  
Oh, learn how common things may aid;  
Whoever digs for diamonds or gold  
Must needs use first—an iron spade.

## Lesson 215.

The suffix **-en** means *to make*; as **harden**, *to make hard*.

hård'én	shärp'én	swēet'én	whīt'én
sīk'én	brīght'én	bläck'én	släck'én
dēad'én	shōrt'én	chēap'én	lōos'én

The suffix **-en** also means *made of*; as **wooden**, *made of wood*.

wōod'én	lēad'én	ēarth'én	hēmp'én
wōol'én	āsh'én	bīrch'én	ōat'én
bēech'én	ōak'én	silk'én	whēat'én

We **deaden** the motion of a ship, and the speed **slackens**.  
**Loosen** and **unloosen** mean the same; the latter is unnecessary.

## Lesson 216.

âîr, <i>the atmosphere.</i>	hâré, <i>an animal.</i>
ê'ér, <i>contraction of ever.</i>	hâîr, <i>of the head.</i>
êré, <i>before; sooner than.</i>	wéâr, <i>to consume by use.</i>
hêîr, <i>one who inherits.</i>	wâré, <i>goods; mdse.</i>
bâré, <i>naked; empty.</i>	stâîr, <i>a step of a series.</i>
bêâr, <i>animal; to carry.</i>	stâré, <i>to look earnestly.</i>
fâîr, <i>clear; handsome.</i>	târé, <i>an allowance.</i>
fâré, <i>to travel; food.</i>	têâr, <i>to rend; lacerate.</i>
ġlâîr, <i>white of an egg.</i>	thêîr, <i>belonging to them.</i>
ġlâré, <i>dazzling light.</i>	thêré, <i>in that place.</i>

pâré, peâr, pâîr.—He wanted to — the luscious  
Seckel — for the newly married —.

# Lesson 217.

The suffix **-less** means *without*, as **hopeless**, *without hope*; **-ful** signifies *full of*, as **fearful**, *full of fear*; **-ly** means *like*, as **friendly**, *like a friend*; and **-ness**, *state or condition*, as **greenness**, *state of being green*. Define the words below as shown above.

trăċk'less	skîll'ful	măn'ly	söft'ness
hômċ'less	ġrăċċ'ful	prînce'ly	swĕĕt'ness
house'less	spîte'ful	prîĕst'ly	brîġht'ness

The suffix **-ly** is also a termination of adverbs signifying *manner*, and **-some** in certain adjectives indicates *a considerable degree*. The suffix **-y** denotes possession, as *mighty*, possessing might.

quĭċk'ly	ġlăd'sômċ	ġĕĕd'y	hômċ'ward
brîsk'ly	wîn'sômċ	röċk'y	sĕă'ward
elĕăn'ly	ŷhôle'sômċ	hĕărt'y	out'ward

# Lesson 218.

Fill out the blanks below from the synonyms in this lesson.

păin	dis trĕss'	ăġ'guish	tôt'ûrĕ
părt	pôr'tion	frăĕ'tion	sĕĕ'tion
păy	re wărd'	wă'ġĕġ	stî'pend
ġăġn	môn'ĕŷ	rĭċ'hĕġ	măm'mon
zĕăl	ăr'dor	fĕr'vor	fĕĕl'ing
zĕst	rĕl'ish	flă'vor	să'vor

*We should be careful to — our debts. She received a — of merit. The workmen earned their —. The minister labored for a settled —.*

## Lesson 219.

The suffix **-ment** denotes condition, state, or act. It is a termination of nouns, formed often from verbs.

re tīrē'ment	är'ġu ment	ae quīrē'ment
a bāse'ment	eon fīnē'ment	ar rānġē'ment
re frēsh'ment	ecom mēnġē'ment	ap point'ment

The suffix **-ance** means *state of being, or act of*.

de fī'ance	as sīst'ance	for beâr'ance
al li'ance	an noy'ance	re mōn'strance
eon trīv'ance	at tēnd'ance	ae quāġnt'ance

Though Conversation, in its better part  
May be esteemed a gift, and not an art;  
Yet much depends, as in the tiller's toil,  
On culture, and the sowing of the soil.

## Lesson 220.

WORDS PERTAINING TO STREAMS AND BODIES OF WATER.

bär	pönd	shōal	strāġt	rāp'idŝ
bāy	pōol	broök	strēam	dēl'ūġē
rūn	lākē	swamp	branch	eūr'rent
ġūlf	wāvē	sound	rīv'er	chān'nel
eōvġ	rīlġ	bānks	īn'let	eas eādē'
förd	tīdē	shōrē	bāy'ōu	shāl'lōwŝ

The **stream** was not an **inlet** from the **ocean**, nor a **bayou** from the **lake**, but a running **brook**. The **Banks** of Newfoundland are **shoals** or **shallows** in the **sea**, and are covered with water. The **current** in the **channel** is generally rapid. A *mere* is a **lake**.

# Lesson 221.

The suffixes **-et**, **-let**, **-ling**, **-ule**, and **-ette** mean *little*.

īṣ'let	gōṣ'ling	çěl'lūlē	çīg a rētṭē'
ēā'glet	dūçk'ling	glōb'ūlē	stāt ū ēttē'
çīr'elet	lōrd'ling	sphēr'ūlē	nōv el ēttē'

The suffixes **-dom**, **-hood**, **-ship**, and **-age** mean *state of being*.

frēç'dòm	boy'hōōd	lōrd'ship	bōnd'agē
kīng'dòm	gīrl'hōōd	hārd'ship	pēçr'agē
ēārl'dòm	mān'hōōd	elērk'ship	çoin'agē

The suffix **-ish** means *like, of, or pertaining to*, and quality in a small degree; **-ess** indicates the feminine gender of some nouns.

thiēv'ish	Dān'ish	swēçt'ish	gōd'dess
elown'ish	Rōm'ish	rēd'dish	ēm'press
fiēnd'ish	Seōt'tish	grāy'ish	æt'ress

# Lesson 222.

wāit, <i>to stay; to rest.</i>	plāīn, <i>without ornament.</i>
wēīght, <i>heaviness; load.</i>	plānç, <i>level; flat; even.</i>
gāgē, <i>a pledge or pawn.</i>	plāit, <i>a fold; a braid.</i>
gāūgē, <i>to measure.</i>	plātç, <i>flattened metal.</i>
wāy, <i>course; direction.</i>	nāvē, <i>body of a church.</i>
wēīgh, <i>to take the weight.</i>	knāvē, <i>a rogue; villain.</i>

rāīn, reīn, reīgn.—*The — fell in torrents. He broke the — of his bridle. Queen Victoria's — has extended over fifty years.*

### Lesson 223.

The suffixes **-able** and **-ible** mean *able to be*, or *fit to be*.

eūr'a blé	ăd'mi ra blé	dĩ vîş' i blé
loş'a blé	měm'o ra blé	re dũ'çi blé
nām'a blé	tōl'er a blé	dĩ gěst'i blé

The suffix **-ion** means *the act of*, or *state of being*.

eon nēe'tion	eon vŭl'sion	ěd ũ eā'tion
in vĕn'tion	eon fŭ'sion	prōs e eŭ'tion
in strŭe'tion	dif fŭ'sion	ěs ti mā'tion

**Education** is from Latin *e*, out, and *ducere*, to lead; hence to **educate** is to lead or draw out, and the process implies more the training of the mind than the communication of knowledge.

### Lesson 224.

WORDS PERTAINING TO THE AIR.

eālm	whĭff	brēǵǵ	tor nā'do
ǵŭst	blāst	zěph'yr	trādǵ'-wĭnd
ǵālǵ	stōrm	ǵŷ'elōnǵ	whĭrl'wĭnd
wĭnd	squāl	tēm'pest	hŭr'ri eānǵ
blōw	brěǵth	blĭz'zard	ăt'mos phērǵ

*Fair laughs the morn, and soft the — blows.*

A **gale** is a wind between a stiff **breeze** and a **tempest**. A **zephyr** is the west wind, but is applied to any soft, mild, gentle breeze. A **gust** is a fierce **blast**; a **blizzard** a sudden, violent snow-storm; and a **cyclone** a powerful **whirlwind**.



## Lesson 225.

The suffix **-ous** means *full of*, or *given to*; as **furious**, *full of fury*: **-ive** means *able to*, or *having power to*: **-ic** means *of*, or *pertaining to*, or *tending to*; as **tyrannic**, *pertaining to a tyrant*.

fū'ri ōūs	pro tēet'ivē	des pōt'ie
vēn'om ōūs	suġ ġēst'ivē	dra māt'ie
poi'sōn ōūs	op prēss'ivē	he rō'ie

The suffixes of the words in the first and third columns mean *pertaining to*, and their meaning may be found by prefixing *pertaining to* to the words of the second and fourth columns; as **maniac**, *pertaining to madness*.

mā'ni æe	mād'ness	līt'er a ry	lēt'terŝ
mū'sie al	mū'sie	īn'fan tīlē	īn'fant
fēm'i nīnē	fē'mālē	pīs'ea to ry	fīsh'es
pōp'ū lar	pēø'plē	hỹ me nē'an	mār'riāġē

## Lesson 226.

## SYNONYMS.

fēat	ēx'ploit	ăet	a chĩēvē'ment
fīġht	băt'tlē	frāy	en ġāġē'ment
fēūd	quar'rel	broil	eon tēn'tion
flăt	văp'id	stălē	in sīp'id
foil	băf'flē	bałk	dīs ap point'
fōod	dī'et	fârē	ăl'i ment
frănk	ō'pēn	frēē	ũn re ŝērvēd'

A **feat** is a deed well done; an **exploit** is a heroic act; an **act** is simply a *deed*; and an **achievement** a great or heroic deed.



## Lesson 227.

The terminations of the following words comprise nearly all the suffixes signifying *one who*, or *one skilled in*, and may be defined as in **artist**, *one skilled in art*; or **trustee**, *one to whom a trust is given*. Note also the pronunciation of **financier**.

ärt'ist	ĕăp'tivə	fā'vor itə
trus tēə'	slŭg'gard	fīn an ċiēr'
erīt'ie	plānt'iff	lăp'i da ry
law'yer	ĕon sīgn'or	hīs tō'ri an
stŭ'dent	ċit'i zen	bĕn e fāĕ'tor
vā'grant	ăd'vo ĕătə	bī ōg'ra pher
tĕam'ster	bŏt'a nĭst	chăr i ot ĕēr'

## Lesson 228.

Fill the blanks below, and form new sentences.

ûrn, <i>a vessel; a vase.</i>	suitə, <i>a retinue; series.</i>
ĕarn, <i>to gain by labor.</i>	vănə, <i>a weather-cock.</i>
vălə, <i>a valley; a dell.</i>	văĭn, <i>empty; showy.</i>
veĭl, <i>cover for the face.</i>	veĭn, <i>a blood-vessel.</i>
ĕăst, <i>to throw; to hurl.</i>	ī'dlə, <i>useless; lazy.</i>
ĕăstə, <i>a class of society.</i>	ī'dol, <i>image of a god.</i>
stīlə, <i>steps over a fence.</i>	ī'dyl, <i>a pastoral poem.</i>
stīlə, <i>choice of words.</i>	kĕy, <i>that which unlocks.</i>
swĕt, <i>agreeable taste.</i>	quay (kĕ), <i>a wharf.</i>

rītə, wŕītə, rīġht, wŕīġht.—The ship——, although unable to read or ——, performed the —— gracefully, and it was thought quite ——.

## Lesson 229.

## WORDS DERIVED FROM THE LATIN.

ălp	ġayd	păet	děnsə	spikə
dăb	ġlŭt	stŏp	dġgh̃t	străp
eŭp	jilt	tăet	dġrgə	ăx'is
pēă	lěŋ	ŭrgə	frŏnd	dġ'al
eōōp	lġnt	vŏtə	blănk	o mġt'
eŭrt	mġlŷ	erġsp	provə	pġ'eà
dġrə	mŏlt	elăng	shġrk	vē'to
dŭet	nŏdə	erēəd	sŏlvə	striet
făet	nŭdə	erătə	spġnd	chġēŋə

A **frond** is a leafy branch. **Spike** is from *spica*, an ear of corn, and means a *sharp point*, a *large nail*, or an *ear of corn*. A **node** is literally a *knot*, a term used in astronomy and other sciences.

## Lesson 230.

Require the pupil to ascertain from what root-words in Lesson 229 the following words have been derived.

ġayd'y	nŭ'di ty	o mġs'sion
ăl'pġŋə	dġn'si ty	pro bā'tion
dăb'bler	ŭr'ġen ġy	eōōp'er aġə
dŭe'tilə	nŏd'ŭ lar	ġlŭt'tŏn ōŭs
spikə'let	tăet'ŭ al	strġn'ġent ly
erġsp'ness	erəd'i blə	spġnd'thrift

According to Lesson 221, what does **spikelet** mean? From Lesson 217, what meaning would you attach to **crispness** and **stringently**? From Lesson 209, what does **dabbler** mean?

## Lesson 231.

## PREFIXES.

A **prefix** is a letter, syllable, or word set before a word, or combined or united with it at its beginning, to vary its signification. The prefix **in-** signifies *not*, and takes the form of **ig-**, **il-**, **im-**, and **ir-** before certain consonants, as given below.

in äet'ivé	ig nō'blé	im'po tent
in eor rëet'	il lē'gal	im pröp'er
in eom plēté'	im mōr'tal	ir rēg'ū lar

The prefix **in-** also means *within*; and the prefixes **un-** and **non-** mean *not*. As a verbal prefix **un-** expresses a reversal of the action indicated by the simple word. In this sense it appears in the third column.

in'börn	un fit'	un tiē'	nōn'agē
in'brēd	un rīpé'	un bār'	nōn'sūit
in elōšé'	un trūé'	un bōlt'	nōn'sensé

## Lesson 232.

## WORDS PERTAINING TO LAW.

plēæ	elāim	jū'ry	at tōr'nēy
eōdē	eōart	elī'ent	chān'çe ry
writ	eajūšē	dī'gest	sub pœ'nā
sūit	jūdgē	vēr'diet	prōs'e eūtē
dēd	chärge	shēr'iff	de fēnd'ant

A **subpœna** is a writ commanding a person to attend in court under a penalty; the second syllable is pronounced *pē*. A **digest** is a body of laws; to *dī gēst'* is to assimilate food; arrange.

# Lesson 233.

The prefixes **fore-**, **pre-**, **ante-**, and **before-**, are synonymous.

fōrē sēŋ'	pre ȝēdē'	ăn'te rōom
fōrē tēll'	pre jūđġē'	ăn'te dātē
fōrē knōw'	pre fīg'ūrē	be fōrē'hānd
fōrē'mōst	prē or dā'n'	be fōrē'timē

**Post-**, first column, is English, and refers to the *mail*; in the second column it is Latin, and means *after*. The word **after** carries its own meaning both as a prefix and as a suffix.

pōst'al	pōst'-dātē	āft'er mōst
pōst'agē	pōst'-ēn try	āft'er ward
pōst'mārk	pos tē'ri or	hērē āft'er
pōst'-ōf fīġē	pōst-mōr'tem	thērē āft'er

# Lesson 234.

wēth'er, <i>a sheep.</i>	mēd'al, <i>a special coin.</i>
wēath'er, <i>state of the air.</i>	mēd'dlē, <i>to interfere with.</i>
kērn'el, <i>part of a nut.</i>	ōt'ter, <i>the water-weasel.</i>
eōlō'nēl, <i>an army officer.</i>	ōt'tar, <i>oil of roses.</i>
mān'ner, <i>form; fashion.</i>	pēd'al, <i>lever for the foot.</i>
mān'or, <i>a district; estate.</i>	pēd'dlē, <i>to carry for sale.</i>
mēt'al, <i>iron, lead, etc.</i>	sūē'eor, <i>help; aid; relief.</i>
mēt'tlē, <i>spirit; ardor.</i>	sūġk'er, <i>a shoot; a fish.</i>

mīn'er, mī'nor.—*The digger of metals was a —, but his son, being a —, could not vote.*

## Lesson 235.

The prefixes **one-** (Eng.), **uni-** (Lat. *unus*, one), and **mono-** (Gr. *monos*, one), have the same meaning.

one'ness (wun-)	ũ'ni ty	mõn'o ġrām
one'-hōrsē	ũ'ni fȳ	mõn'o tōnē
one'-ärmēd	ũ'ni sòn	mo nõp'o ly
one'-sīd ed	ũ'ni fōrm	mo nõt'o nõũs

The prefixes **two-** (Eng.), **twi-** (Anglo-Saxon), **bi-** (Lat. *bis*, twice), and **duo** (Lat.), have the same meaning.

twō'fōld	bī'fōrm	dū'al
twō'-pēncē	bī'vālvē	dū'plex
twī'līgħt	bī'çȳ elē	dū'pli eatē
twīn'-bōrn	bī ěn'ni al	du pliç'i tȳ

## Lesson 236.

## WORDS FROM THE GREEK.

bālm	eōäch	āt'om	pō'sy	çē'dar
eōnē	châir	ēēħ'o	eō'mā	bī'son
pōmp	eōpsē	ēp'ie	pō'et	dēv'īl
tōmb	pāstē	lā'ie	pēt'al	ōr'ġan
plāçē	lārch	ō'nyx	a bȳss'	āt'las
trōpē	chīmē	ī'ris	eā'lyx	nõm'ad
trout	āl'ōç	pō'em	ān'ġel	āġ'atē

Point out the *nine* words in the above lesson which refer to trees, plants, and flowers; the *four* which refer to rhetoric and literature; and the *two* that are the names of stones.

# Lesson 237.

The prefixes **tre-**, **tri-** (Lat.), and **three-**, are synonymous.

thrē'ply	trē'foil	trī'an glē
thrē'fōld	trēb'ly	trī'eōl or
thrē'-sīd ed	trīn'i ty	trī ěn'ni al

The prefixes **quad-**, **quar-** (Lat ), and **four-**, are synonymous.

fōyr'fōld	quar'to	quad'ru ped
fōyr'seōrē	quar'ter	quad'ru plē
fōyr'fōōt ed	quad'ratē	quad rēn'ni al

# Lesson 238.

## AMERICANISMS.

### OF INDIAN ORIGIN.

māizē	ea noē'	wīg'wam	to bāe'eo
mōōsē	gūā'no	quī'nīnē	o pōs'sum
skūnk	rae eōōn'	mōē'ea sin	hōm'i ny

### OF SPANISH ORIGIN.

rānch	lās'so	mūs'tang	lār'i at
plā'zā	brōn'eo	gar rōtē'	bo nān'zā
pla çēr'	erē'ōlē	a dō'be	pū eb'lo

### OF FRENCH-ORIGIN.

būtē	gō'pher	lēv'eē	quad rōōn'
eāçē	pōrt'agē	ere vāsē'	eāl'ū mēt
çhūtē	prāi'rjē	la erōsē'	bār'be eūē



## Lesson 239.

The prefix **con-** means *with* or *together*; before certain letters it changes to **com-**, **col-**, **co-**, **cog-**, and **cor-**, as below.

eon join'	eom mīx'	eō hērē'	eor rēet'
eon fīrm'	eom pōsē'	eō ērçē'	eor rōdē'
eon fōrm'	eom mānd'	eōg'nātē	eōr re lātē'
eon dēnsē'	eom pound'	eōg'nīzē	eōr re spōnd'

The prefix **ad-** signifies *to*, and is changed to **af-**, **al-**, **an-**, **ap-**, **as-**, and **at-**, before certain consonants, as in the following.

ad mīx'	af fīrm'	an nēx'	as sāil'
ad join'	af frīg'ht'	an nūl'	as sūrē'
ad jūst'	al lāy'	ap pēnd'	at tēst'
ād'verb	al lōt'	ap pēār'	at tāin'

## Lesson 240.

## WORDS FROM THE DUTCH LANGUAGE.

tōp	snāp	elāmp	hoist	a lōōf'
bōōr	swāb	g̃rowl	g̃rōōvē	bru'in
dēlf	yaŵl	g̃rūff	splicē	wāg'on
gūlf	dēck	mūmps	stripē	dāp'per
kīnk	rōvē	slōōp	swit̃ch	rūf'flē
mōpē	ō'glē	stōvē	strānd	frōl'ie
rānt	blūff	foist	e lōpē'	brān'dy

Which words in the above show the Dutch to have been a sea-faring people? Which words indicate action? Which one means a peasant? Which sound occurs seven times?



## Lesson 241.

The prefixes **half-** (Eng.), **semi-** (Lat.), **hemi-** (Gr.), and **demi-** (Fr.), have the same meaning. The following are illustrations.

hălf'-mōon	sēm'ĩ quā ver	hēm'i sphērø
hălf'-prīçø	sēm'ĩ çĩr elø	dēm'i-gōd
hălf'-pēn ny	sēm ĩ-ăn'nu al	dēm'i-bāth

**Trans-** means *across*, or *beyond*; **circum-**, *around*; and **super-**, *above*, or *over*. All these prefixes are from the Latin.

trans fōrm'	çĩr'eum stançø	sū'per finø
trans plānt'	çĩr eum pō'lar	su pēr'flu øŭs
trans ālp'īnø	çĩr eũm'fer ençø	su pēr'la tīvø

Which word means to plant in a new place? Which means the boundary of a circle? Which means in the highest degree?

## Lesson 242.

### MEASURES OF VARIOUS KINDS.

tōn	spān	hōur	grāĭn	sēe'ond
gĩll	pāçø	wēøk	oungø	gāl'lon
pĩnt	lĩnk	rēām	quart	bush'el
ĩnch	rōod	chāĭn	mōnth-	de grēø'
yārd	yēār	seōrø	dòz'ēn	fāth'om
mĩlø	eōrd	grōss	lēāgŷø	fūr'long
nāĭl	pēøk	pērch	eũ'bit	seru'plø

Do you covet learning's prize?  
 Climb her heights and take it.  
 In ourselves our fortune lies;  
 Life is what we make it.

## Lesson 243.

**Pro-** means *for*, or *forth*; **re-**, *back*, or *again*; **per-**, *through*; and **e-**, or **ex-**, *out of*. All these prefixes are Latin.

pro pĕl'	re äet'	per vādē'	e jĕet'
pro lōng'	re join'	per tûrb'	ĕ'ġress
prō'noun	re bŷild'	per fōrm'	ex hālē'

**Dis-** (Lat.) means *not*, or *apart*; **a-**, or **ab-**, (Lat.) *from*, *away*; **en-**, (Fr. **en**; Lat. **in**) *to make*, or *put in*; before *p* and *b* it becomes **em-**.

diş ärm'	a void'	en äet'	em bärk'
dis bänd'	a vĕrt'	en rĭch'	em bäl'm'
dis join'	ab sölve'	en slāvĕ'	em pow'er

## Lesson 244.

WORDS SOMETIMES MISUNDERSTOOD OR MISUSED.

bōŷrn, <i>a bound, a limit,—</i> <i>not a country.</i>	moi'e ty, <i>the half,—not</i> <i>a small part. [or ill.</i>
ō'ral, <i>spoken, not written.</i>	de mĕan', <i>to behave, well</i>
vĕr'bal, <i>expressed in</i> <i>words; literal.</i>	tru'eu lent, <i>fierce, wild,</i> <i>savage,—not truckling.</i>
elĕv'er, <i>possessing skill.</i>	prĕd'i cātĕ, <i>to affirm,—</i> <i>not to base upon.</i>
al lūdĕ', <i>to hint at.</i>	al tĕr'na tĭvĕ, <i>a choice</i> <i>between two things only.</i>
bŷrst, <i>not 'burstēd.'</i>	ĭly, <i>'illy' is improper.</i>
eşŷp'lĕ, <i>two things joined</i> <i>together; a pair.</i>	sus pĕet'ed, <i>'suspicionēd'</i> <i>is improper.</i>
trans pĭrĕ', <i>to become</i> <i>public; to ooze out.</i>	

## Lesson 245.

**Anti-, contra-, and counter-** mean *against, in opposition to*.

ăn'ti dōtē	eôn tra diēt'	eoun ter ãet'
an tîp'a thy	eôn'tra bând	eoun'ter fêit
an tîth'e sîs	eôn tra vênē'	eoun ter mând'

**Inter-** means *between, among*; **intro-**, *in, within*; and **multi-**, *many*.

în ter fērē'	în tro dūçē'	mŭl'ti plē
în ter jēet'	în tro vēr't'	mŭl'ti fôrm
în ter çēdē'	în tro spēet'	mŭl'ti foil

## Lesson 246.

From the suffixes explained in this lesson, give the meaning of the words in Lesson 245: as **antidote**, *anti*, against, *dotos*, given; hence, a remedy given against poison, etc. The first three words are Greek; the others Latin.

dō'tōs, *given*.  
 pa thē'in', *to suffer*.  
 thē'sis, *a setting*.  
 diç'e re, *to speak*.  
 bân'dum, *a ban*.  
 ve nî're, *to come*.  
 ãe'tum, *to act*.  
 făç'e re, *to make*.  
 man dâ're, *to command*.

fe rî're, *to strike*.  
 jăç'e re, *to cast*.  
 çēd'e re, *to go*.  
 dŭ'çe re, *to lead*.  
 vēr'te re, *to turn*.  
 spēç'e re, *to look*.  
 pli eă're, *to fold*.  
 fôr'mă, *shape*.  
 fō'li um, *a leaf*.

**The**, alone or emphasized, is pronounced thē; in reading it is changed to thî or thŭ. **A**, in reading, is changed to ă or ŭ.

**Lesson 247.***EXERCISES IN WORD-CONSTRUCTION.*

Change the following adjectives to adverbs, according to Lesson 217: as, **candid, candidly; honest, honestly; etc.**

eăn'did	po lîţ'	stěăd'y	ob sĕĕnĕ'
hŏn'est	pre ċîsĕ'	pŏmp'ŏŭs	splĕn'did

Change these adjectives to nouns, according to Lesson 217.

tî'dy	dîz'zy	hăp'py	wăkĕ'ful
lŏft'y	hĕăv'y	ĕmp'ty	chĕĕr'ful

Change the following verbs to nouns, according to Lesson 219.

a mŭşĕ'	pŭn'ish	ar rănĕĕ'	im pĕăch'
in dŭĕĕ'	sĕt'tlĕ	ĕon tĕnt'	nŏŭr'ish

Change the following nouns to adjectives, according to Lesson 225; as **riot, riotous, etc.**

rî'ot	pĕr'il	hăz'ard	slăn'der
hŭ'mor	rĭġ'or	măr'vel	ġlŭt'tŏn

**Lesson 248.**

Find a synonym in Lesson 247 for each word in this lesson: as, **wit, humor; neat, tidy; gormand, glutton; etc.**

wît	dî vĕrt'	wŏn'der	nŭrt'ŭrĕ
nĕăt	lîvĕ'ly	sin ċĕrĕ'	chas tîşĕ'
fixĕd	ae eŭşĕ'	re fîŋĕd'	ġŏr'mand
shŏw'y	ŭp'rŏar	stătĕ'ly	stîff'ness
hŏl'lŏw	dăn'ġer	blĕss'ed	weġht'y

## Lesson 249.

**Sub-** (Lat.) means *under* or *below*; it is changed to **suc-**, **suf-**, **sus-**, **sup-**, and **sur-**, for smoothness of pronunciation. **Sur-** is also a contraction of **super-** (Lat.), *upon, above, beyond*.

sub dūɕ'	sue eũmɔ'	sup pōrt'	sur vīvɕ'
sub join'	sue ɕēɕd'	sup piānt'	sûr'façɕ
sub vērt'	suf fix'	sus tāɲn'	sur pāsɕ'
sub mērgɕ'	suf fūɕɕ'	sus pënd'	sur mount'

**De-** means *from* or *down*; **mis-**, *wrong*; and **out-** and **up-** carry their own meaning. The first two are Latin; the last two English.

de fënd'	mis dātɕ'	out rănk'	up beâr'
de dűet'	mis tākɕ'	out sâɲl'	up hōld'
de fāmɕ'	mis lēad'	out grōw'	up lift'
de fraɲd'	mis spɛll'	out shīnɕ'	up hēavɕ'

## Lesson 250.

## THE SEVEN SAGES OF GREECE, AND THEIR MAXIMS.

1. Bī'as—"Most men are bad"; 2. Ćhī'lo—"Consider the end"; 3. Ćlē o bū'lus—"Avoid extremes"; 4. Pē ri ăn'der—"Nothing is impossible to industry"; 5. Pit'ta eus—"Know thy opportunity"; 6. Sō'lon—"Know thyself"; 7. Thā'lēs—"Suretyship is the forerunner of ruin."

Shakespeare, who displayed a greater variety of expression than probably any writer in any language, produced all his plays with about 15,000 words. Milton's works are built up with 8,000; and the Old Testament says all that it has to say with 5,642 words. Ninety-three per cent of Bunyan's words are Saxon.

## Lesson 251.

## EXERCISE IN SUFFIXES.

Make adjectives out of the following words by suffixing **-able** or **-ible**, as the word may demand. See Lesson 223.

al low'	de dūġe'	com mēnd'	dif fūŋe'
hōn'or	re vērsē'	re spēet'	de fēnsē'

Make nouns out of these verbs, according to Lesson 223.

die'tātē	pro tēet'	se lēet'	nar rātē'
vī'brātē	dis tōt'	con fēss'	sub trāet'

Make nouns out of these verbs, according to Lesson 219.

an noy'	re ŝist'	in surē'	con trīvē'
at tēnd'	sub sīst'	dis tūrb'	de līv'er

## Lesson 252.

## CONTRACTIONS USED IN CONVERSATION AND POETRY.

Ī'm = <i>I am.</i>	ē'ġn = <i>even.</i>	who'd = <i>who would.</i>
Ī'ļ = <i>I will.</i>	ō'ēr = <i>over.</i>	wōn't = <i>will not.</i>
Ī'vē = <i>I have.</i>	ē'ēr = <i>ever.</i>	wē'vē = <i>we have.</i>
eān't = <i>can not.</i>	nē'ēr = <i>never.</i>	yōu'rē = <i>you are.</i>
dōn't = <i>do not.</i>	'tīs = <i>it is.</i>	shā'n't = <i>shall not.</i>
'twas = <i>it was.</i>	īt's = <i>it is.</i>	yōu'vē = <i>you have.</i>
wē'ļ = <i>we will.</i>	hē's = <i>he is.</i>	dōēs n't = <i>does not.</i>
'twīļ = <i>it will.</i>	lēt's = <i>let us.</i>	ārē n't = <i>are not.</i>
what's = <i>what is.</i>	īs n't = <i>is not.</i>	thērē's = <i>there is.</i>



## Lesson 253.

## COMPOUND WORDS USED BY SHAKESPEARE.

out-her'od	un pā'id'-fôr	grīm'-vīš agəd
grēen'-ēyəd	snāp'per-ūp	thīck'-côm ing
twīçē'-töld	still'-vēxəd	stīck'ing-plāçē
pālē'-fāçəd	wōrk'ing-dāy	sēlf-slaug'h'ter
eloud'-eāpt	hāir'-brēadth	trūmp'et-tōngwəd

## Lesson 254.

## FAMILIAR QUOTATIONS FROM SHAKESPEARE.

The words of Lesson 253 are given below, with the name of the play in which they are found. Let the teacher require the correct spelling and the meaning of the words used.

It *out-herods* Herod.—*Hamlet*. The *green-eyed* monster.—*Othello*. A *twice-told* tale.—*King John*. The *pale-faced* moon.—*King Henry IV*. The *cloud-capt* towers.—*The Tempest*. Rustling in *unpaid-for* silk.—*Cymbeline*. A *snapper-up* of unconsidered trifles.—*The Winter's Tale*. The *still-vexed* Bermoothes.—*The Tempest*. This *working-day* world.—*As You Like It*. *Hair-breadth* 'scapes.—*Othello*. *Grim-visaged* war.—*Richard III*. Troubled with *thick-coming* fancies.—*Macbeth*. Screw your courage to the *sticking-place*.—*Macbeth*. His canon 'gainst *self-slaughter*.—*Hamlet*. Like angels, *trumpet-tongued*.—*Macbeth*.



## Lesson 255.

## EXERCISE IN PREFIXES.

Prefix **in-** in its proper form before the following words, and then define them according to Lesson 231; as, **valid**, *invalid*.

văl'id	mör'al	eön'stant	pă'tient
hū'man	mē'di atē	dis tīnet'	pār'tial
eay'tious	mū'ta blē	rēv'er ent	prōp'er
dis erēt'	mōd'er atē	rēs'o lūtē	prōb'ablē

Place the prefix before these meaning *before* (Lesson 233).

gō'ing	pos sēs's'	tō'kēn	ma tūrē'
rūn'ner	dēs'tinē	or dā'yn'	de tēr'minē
shād'ōw	mēd'i tātē	tēl'er	ēm'i nent
mēn'tion	rēq'ui sītē	warn'ing	dōm'i nātē

## Lesson 256.

Place the prefix to these meaning *with* or *together* (Lesson 239).

strā'īn	mīn'glē	ef fī'cient	re lātē'
trib'ūtē	mīs'sion	ōp'er ātē	rūp'tion
sē'quencē	pās'sion	e tēr'nal	re spōnd'ent

Place before these the prefix that means *wrong* (Lesson 249).

eār'ry	in fōrm'	eon gēivē'	trūst'ful
mān'agē	em ploy'	pro nouncē'	stātē'ment
be hāvē'	eār'riagē	spēll'ing	ad vēnt'ūrē

*From the Spectator* : My lords, with humble submission *that* that I say is this, that *that* that gentleman has advanced is not *that* that he should have proved to your lordships.

REVIEW OF SUFFIXES.

Give the signification of the various Suffixes.

**Lesson 257.**

hēīght'én	noisē'less	bāīl ēē'
strāīght'én	frīēnd'less	āb sen tēē'
a wāk'én	çēāsē'less	môrt̃ ġa ġēē'
be hōld'én	brēath'less	eōn sign ēē'
eāv'il er	a bēt'tor	rēġ'is trar
chāl'len ġer	as sēs's'or	as sīst'ant
de mūr'rer	çēl'e brā tor	af fīrm'ant
de sīgn'er	eāl'eu lā tor	ad hēr'ent
ān'a lȳz er	em bās'sa dor	eom plāīn'ant
eon vey'an ġer	eon trīb'ū tor	eōm man dānt'

**Lesson 258.**

dū'ti ful	a līgn'ment	ārm'let
fān'çi ful	a ġrēē'ment	pī pēt̃t̃ē'
pīt'i ful	al low'ançē	ro sēt̃t̃ē'
māīd'én ly	ae eōrd'ançē	par quēt̃t̃ē'
wōm'an ly	per fōrm'ançē	found'ling
sōl'dier ly	flow'er ēt	fōs'ter ling
ayk'ward ness	bās'çi net	ūn'der ling
pret'ti ness	çēl la rēt'	mōl'e eūlē
rīght'ēpūs ness	rīv'ū let	rēt'i eūlē
ġōv'ern ment	eōv'er let	ān i māl'eūlē

## REVIEW OF SUFFIXES. (Continued.)

Give the signification of the various Suffixes.

## Lesson 259.

sour'ish	hèir'ess	priest'hööd
knāv'ish	prin'cess	mā'ld'en hööd
whīt'ish	gī'ant ess	wīd'ōw hööd
quālm'ish	gōv'ern ess	neigh'bor hööd
squēām'ish	en chānt'ress	bāch'e lor hööd
sēr'f'dòm	vīç'i nağē	çen'sor ship
prīnce' dòm	vēr'bi ağē	pärt'ner ship
mār'tyr dòm	līn'e ağē	sekol'ar ship
hēa'then dòm	fō'li ağē	die tā'tor ship
chrīs'ten dòm	anē'or ağē	ap prēn'tiçē ship

## Lesson 260.

āf'fa blē	a vēr'sion	eon elū'sivē
eā'pa blē	eon dĩ'tion	trān'si tivē
eul'pa blē	ex pān'sion	de çī'sivē
ā'mi a blē	hēs i tā'tion	lū'era tivē
pēr'me a blē	īn tu i'tion	eon dū'çivē
sēn'si blē	of fī'ciōūs	fa nāt'ie
fāl'li blē	am bī'tiōūs	la eōn'ie
tān'gi blē	plēn'te oūs	pa thēt'ie
fēa'çi blē	stū'di oūs	dī dāe'tie
re spōn'si blē	tūr'an nōūs	ter rīf'ie

## REVIEW OF PREFIXES.

Indicate the signification of the various Prefixes.

## Lesson 261.

in eā'pa blø	fōrø elōs'ūrø	mo nōp'o lizø
in eo hēr'ençø	fōrø knōw'l'edgø	mōn o lith'ie
īg'no mīn y	prøj ū dī'cial	trī ān'gū lar
īg no rā'mus	pre rōg'a tīvø	trī sŷl'la blø
il līb'er al	ān te çed'ent	trī ūm'vi ratø
il lōg'ie al	ān te nūp'tial	trīp li eā'tion
im per fēe'tion	pōst'hu mōūs	quar'tern
im prōv'i dent	pōst pōnç'ment	quar tētçø'
ir rā'tion al	ū ni vēr's'al	quād ru'ma nōūs
ir rēp'a ra blø	ū ni fōm'i ty	quād rān'gū lar

## Lesson 262.

eōn çen trā'tion	eōr po rā'tion	ap pēār'ançø
eon fēd'er atø	eor rēl'a tīvø	ap prōx'i mātø
eom mēn'su rātø	ād mo nī'tion	as sēm'blagø
eom mīs'sion er	ād ap tā'tion	as sō'ci atø
eol lēet'ivø ly	af fīl'i ātø	at täch'ment
eol lāt'er al	af flie'tion	at trāe'tion
eo hēr'en çy	āl li gā'tion	ðēm'i-tint
eō ex īst'ençø	al lōt'ment	sēm ī-lū'nar
eōg i tā'tion	an nī'hi lātø	sēm ī-vō'eal
eōg'ni za blø	an nūn'ci ātø	sēm ī çīr'eu lar

## REVIEW OF PREFIXES. (Continued.)

Indicate the signification of the various Prefixes.

## Lesson 263.

trăns'fer ençe	pro ġrēs'sion	dīs ar rāngē'ment
tra mōn'tançe	prōp o ŝi'tion	dis eŝūr'te sy
trans vērsē'ly	rēe re ā'tion	āl ien ā'tion
ġīr eum serībē'	re eū'per ātē	a nōm'a lōūs
ġīr eum vēn'tion	pēr me ā'tion	āb di eā'tion
sū per in tēnd'ent	pēr fo rā'tion	āb er rā'tion
sū per ġīl'i ōūs	e măn'çi pātē	en vēl'op ment
sur mōunt'a blē	e līm'i nātē	en eāmp'ment
sur pāss'a blē	ēx eul pā'tion	in dīct'a blē
prōe la mā'tion	ex pā'tri ātē	īn flu ēn'tial

## Lesson 264.

em bār'rass'ing	īn tro dūe'tion	sus ġēp'ti blē
em bēl'lish ment	īn tro spēe'tion	sūs'te nançe
an tīp'o dal	mūl ti tū'di nōūs	sūp plē mēnt'al
ān tī slāv'er y	mūl ti fā'ri ōūs	sūp po ŝi'tion
eōn tra dīe'tion	sub ōr'di natē	sūr ro ġā'tion
eōn'tra ri ly	sūb ju ġā'tion	sūr rep ti'tiōūs
eoun'ter poișē	sue ġēs'sion	de mōr'al īzē
eoun'ter sīgn	sue ġīnet'ly	dē mar kā'tion
īn ter ġēs'sion	suf fī'cient ly	mīs be hāv'ior
in tēr'po lātē	sūf fo eā'tion	mis ġrūd'angē

## Lesson 265.

## COMPOUND WORDS FROM THE POETS.

Ġöd'-ġiv en	lī'on-hęärt	ma'nŷ-hęəd ed
męek'-ęyęd	lōng'-drayn	ma'nŷ-eol'oręd
stär'-ęyęd	mōon'-strűek	spīęę-isl'ands
swan'-likę	ęā'ġlę-ęyę	mās'ter-pās sion
węll'-bręd	ġręęn'-rōbęd	erim'søn-tippęd

## Lesson 266.

## FAMILIAR QUOTATIONS.

The quotations below embody the words of Lesson 265. Used as a language exercise, the meaning of the words in italics should be required, together with brief accounts of the authors quoted; as *Burns*, a Scottish poet, born 1759, died 1796.

Wee, modest, *crimson-tipped* flower.—*Burns*.  
 Profaned his *God-given* strength.—*Scott*. *Meek-eyed* Morn appears.—*Thomson*. O *star-eyed* Science.  
 —*Campbell*. *Swan-like*, let me sing and die.—*Byron*.  
 With a *well-bred* whisper close the scene.—*Cowper*.  
 Lord of the *lion-heart* and *eagle-eye*.—*Smollett*. The  
*long-drawn* aisle and fretted vault.—*Gray*. *Moon-*  
*struck* madness.—*Milton*. One *master-passion* in  
 the breast.—*Pope*. Those *green-robed* senators of  
 mighty woods.—*Keats*. The *spice-islands* of youth  
 and hope.—*Coleridge*. The *many-headed* monster  
 of the pit.—*Massinger*. Life, like a dome of *many-*  
*colored* glass.—*Shelley*.



**Lesson 267.***NAMES OF MEN.*

Ā'bram	Ā <sup>^</sup> ar'on	Hār'old	Ā'sà
A dōlph'	Ād'am	Hō'mer	Bās'il
Ġéôrgé	Āl'bert	Hū'go	Ġā'leb
Hūgh	Ān'drew	Īsaæ	Ġē'phas
Je rōmē'	Ġlār'ençé	Jās'per	Ġy'rus
Jōb	Dā'vid	Jō'seph	Ġū'gené
Lūké	Ēd'ward	Lew'is	Fē'lix
Märk	Ēd'win	Nō'āh	Jā'bez
Paŭl	Ēz'rā	Pāt'rick	Lēon'ard
Sayl	Frān'çis	Pē'ter	Mō'sēs
Rālpħ	Ġil'bert	Thōm'as	Rō'land

**Lesson 268.***INDIANA NAMES.*

Bar thōl'• mew	Cār'rolŷ	De eā'tur
Dā'viēsŷ	De Kālb'	Dēar'born
Dū bois'	Floyd	Fa yētte'
Hūnt'ing tōn	Hēn'dricks	Jēn'nings
Jōhn'sōn	Kōs çi ūs'ko-	La Pōrté'
La Ġrāngé'	Laŷ'rencé	Mī ām'i
Mā'ri on	Mār'shall	Pūt'nam
Pū lās'ki	Stēū'ben-	Swit'zer land
Sūl'li van	Stärké	Tīp pe ea noé'
Ūn'ion	Vān'der būrgħ	Ver mīl'lon
Wāyné	Wār'rick	Whitē'ly



# Lesson 269.

## NAMES OF WOMEN.

Ännø	Ä'dä	Ës'ther	Jō äñ'
Blånchø	An nētø'	Ëū'nice	Jū'dith
Ēvø	Bō'nä	Ē'vå	Lōy iſø'
Grāçø	Bēr'thå	Fän'ny	Lō'is
Jānø	Clår'ice	Flō'rå	Må'bel
Jēän	Cōn'stancø	Från'çes	Mår'thå
Kātø	Dō'rå	Ġēr'trudø	Mÿ'rå
Mañd	Ēd'nä	Hän'nåh	Nån'cy
Māy	Ēm'må	Hul'dåh	Rå'chel
Pēårl	Fåith	Īdå	Rjō'då
Ruth	Hēs'ter	Ī'nez	Sū'san

# Lesson 270.

An gō'la	Añ'burn	Bōw'ling Grēñ'
Cōr'y dōn	Dēl'phi	Ġō'shen
Ir • quois'	Kån'ka kēø	Kō'ko mo
Låw'rencø burgh	Lēb'a nōn	Max in kũe'kēø
Mañ mēø'	Mōn ti çēl'lo	Mũn'çie
Mt. Vēr'nōn	Pa ō'li	Pe ru'
Plym'outh	Rōch'es ter	Rēs'se lær
Shōals	Spēn'çer	Sål a mō'nice
Tēr're Haute'(ōt)	Vin çēñnēs'	Vål pä rāi'so
Ve vāy'	Ver sāillēs'	Win'ches ter
Win'a mae	Wå'bash	Wy an dōttø'

**Lesson 271.**

The Thirteen Original States of the Union, with their Abbreviations, Capitals, and Dates of Settlement.

1607	Vĩr ġĩn'ĩ à	<i>Va.</i>	Rĩch'mònd
1613	New Yòrk'	<i>N. Y.</i>	Al'ba ny
1620	Mās sa chũ'setťs	<i>Mass.</i>	Bòs'tòn
1623	New Hămp'shirẻ	<i>N. H.</i>	Ɔòn'eòrd
1633	Ɔon nẻt'ĩ eut	<i>Conn.</i>	Hărt'fòrd
1634	Mă'ry land	<i>Md.</i>	An năp'o lis
1636	Rhòdẻ Isl'and	<i>R. I.</i>	{ Pròv'i denẻẻ New'pòrt
1638	Dẻl'a wẻẻẻ	<i>Del.</i>	Dỏ'ver
1650	Nỏth Ɔăr o lĩ'nà	<i>N. C.</i>	Ră'lẻĩẻ
1664	New Jẻr'sẻẻ	<i>N. J.</i>	Trẻn'tòn
1670	South Ɔăr o lĩ'nà	<i>S. C.</i>	Ɔo lủm'bỉ à
1682	Pẻn'ỉ sủl vẻ'ỉ à	<i>Pa.</i>	Hă'r'ris bủrg
1733	Ģẻỏr'ġỉ à	<i>Ga.</i>	At lăn'tà

**Lesson 272.**

Names of States, their Abbreviations, Capitals, and Dates of Admission into the Union.

1791	Ver mỏnt'	<i>Vt.</i>	Mont pẻ'ỉ er
1792	Ken tủẻk'y	<i>Ky.</i>	Frănk'fort
1796	Tẻn nes sẻẻ'	<i>Tenn.</i>	Năsh'vỉẻẻ
1803	O hỉ'o	<i>O.</i>	Ɔo lủm'bus
1812	Lẻủ i sủ à'nà	<i>La.</i>	Băt'ỏn Rỏẻẻ (zh)
1816	In đỉ ăn'à	<i>Ind.</i>	In đỉ an ăp'o lis

## Lesson 273.

1817	Mis sis sĭp'pĭ	<i>Miss.</i>	Jăċk'sòn
1818	Ĭl'li nois	<i>Ill.</i>	Spring'fĭeld
1819	Āl a bà'mà	<i>Ala.</i>	Mont gòm'er y
1820	Măĭnĕ	<i>Me.</i>	Āł gūs'tà
1821	Mis sĕu'rĭ	<i>Mo.</i>	Jěff'er sòn Çit'y
1836	Ār'kan saş	<i>Ark.</i>	Lĭt'tlĕ Rōċk
1837	Mĭgh'i ġan	<i>Mich.</i>	Lăn'sing
1845	Flōr'i dà	<i>Fla.</i>	Tāl la hās'seġ
1845	Tĕx'as	<i>Tex.</i>	Āłs'tin
1846	Ī'o wà	<i>Ia.</i>	Deş Moineş'
1848	Wis eōn'sin	<i>Wis.</i>	Măd'i sòn
1850	Ĉāl i fōr'nĭ à	<i>Cal.</i>	Săe ra mĕn'to
1858	Mĭn ne sō'tà	<i>Minn.</i>	Săĭnt Payl'

## Lesson 274.

1859	Ōr'e ġòn	<i>Or.</i>	Să'lem
1861	Kăn'sas	<i>Kan.</i>	To pĕ'kà
1863	Wĕst Vĭr ġĭn'ĭ à	<i>W. Va.</i>	Chărleş'tòn
1864	Ne vā'dà	<i>Nev.</i>	Ĉăr'sòn Çit'y
1867	Ne brăs'kà	<i>Neb.</i>	Lĭn'eōĭn
1876	Ĉōĭ o rā'do	<i>Col.</i>	Dĕn'ver
1889	Nōrth Da kō'tà	<i>N. Dak.</i>	Biş'mărċk
1889	South Da kō'tà	<i>S. Dak.</i>	Pi ērrĕ'
1889	Mon tă'nà	<i>Mon.</i>	Hĕl'e nà
1889	Wăsh'ing tòn	<i>Wash.</i>	O lŷm'pĭ à
1890	Ī'da hō	<i>Id.</i>	Boi'se Çit'y
1890	Wŷ ō'mĭng	<i>Wy.</i>	Chey'ēnĭĕ'

## Lesson 275.

Names of Territories with their Abbreviations, Capitals, and Dates of Organization.

1850	New Měx'i eo	N. M.	Săn'tă Fe'
1850	Ū'taħ	U. T.	Salt Lākə Çit'ỹ
1863	Ăr i zō'nă	Ar. T.	Phøē'nix
1867	Ā lās'kā	Al. T.	Sīt'kā
	Īnd'ian	Ind. T.	Tăħ'le quăħ
1890	Ōk la hō'mă	Okla. T.	Gũth'rje

## Lesson 276.

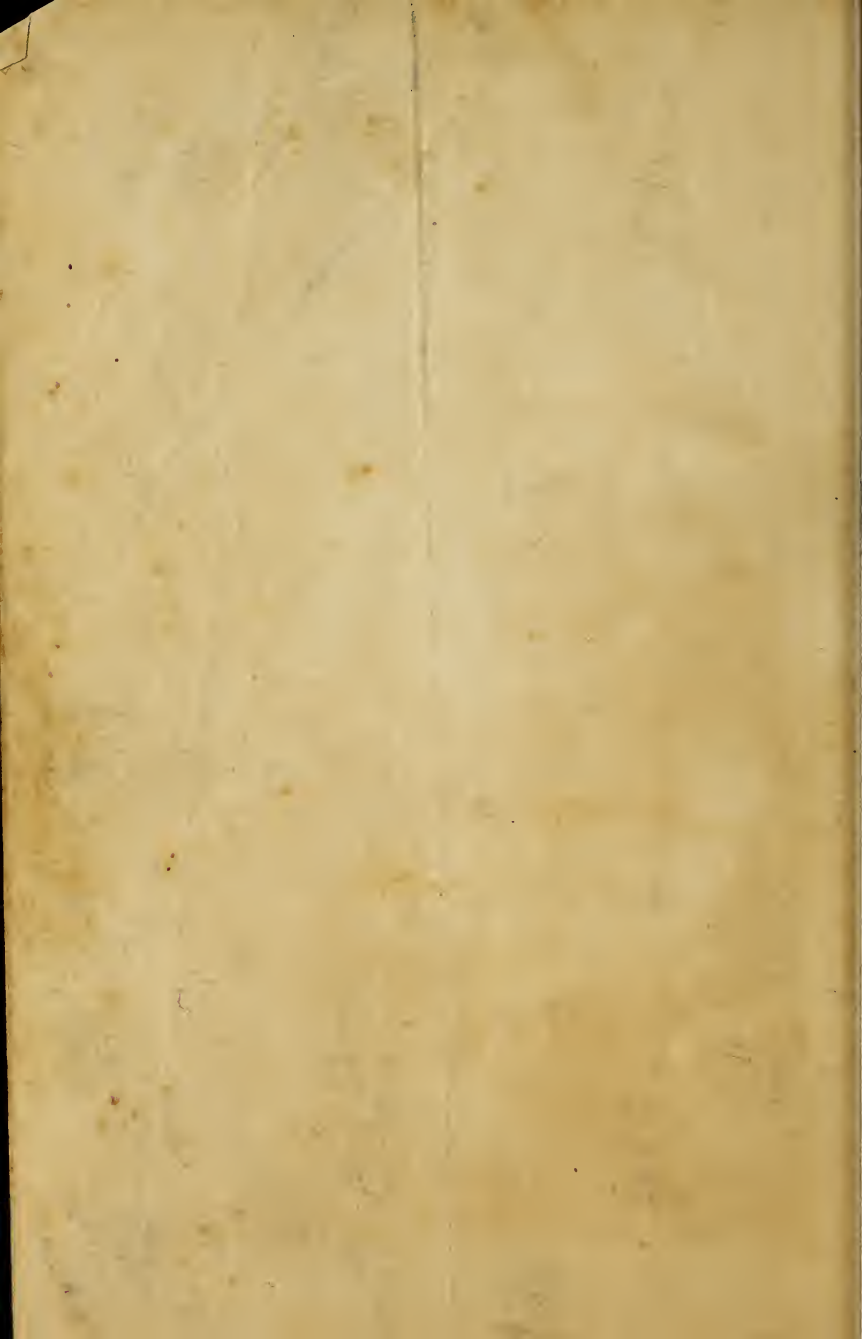
## NAMES OF THE PRESIDENTS.

Geōrge Wash'ing tōn	Zăch'ă Tăy'lor
Jōhn Ad'amş	Mīl'ard Fīl'mōre
Thōm'as Jēff'er sōn	Frănk'lin Pīerçē
Jāmēs Măd'i sōn	Jāmēs Büel'ăn'an
Jāmēs Mōn rōç'	Ā'bra ham Līn'eōħn
Jōhn Quīn'cy Ad'amş	Ān'drew Jōħn'sōn
Ān'drew Jăck'sōn	U lỹs'sēs S. Ġrănt
Măr'tin Văn Bū'ren	Rũth'er fōrd B. Hăyēs
Wil'iam H. Hăr'ri sōn	Jāmēs A. Ġăr'fīeld
Jōhn Tỹ'ler	Chēs'ter A. Ār'thur
Jāmēs Knōx Pōlk	Ġrō'ver Clēvē'land
Bēn'ja mīn Hăr'ri sōn	

Grover Cleveland.

William McKinley

July 12 1871 97





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$$\begin{array}{r} 4 \\ 2 \\ 1 \\ \hline 2 \frac{1}{2} \end{array} \quad \begin{array}{r} 4 \\ 2 \\ 1 \\ \hline 2 \frac{1}{2} \end{array} \quad \begin{array}{r} 4 \\ 2 \\ 1 \\ \hline 2 \frac{1}{2} \end{array}$$

$$\begin{array}{r} 4 \\ 2 \\ 1 \\ \hline 2 \frac{1}{2} \end{array} \quad \begin{array}{r} 4 \\ 2 \\ 1 \\ \hline 2 \frac{1}{2} \end{array} \quad \begin{array}{r} 4 \\ 2 \\ 1 \\ \hline 2 \frac{1}{2} \end{array}$$

$$\begin{array}{r} 4 \\ 2 \\ 1 \\ \hline 2 \frac{1}{2} \end{array} \quad \begin{array}{r} 4 \\ 2 \\ 1 \\ \hline 2 \frac{1}{2} \end{array} \quad \begin{array}{r} 4 \\ 2 \\ 1 \\ \hline 2 \frac{1}{2} \end{array}$$

4 sheep

and

and

$$x = 1.5$$

$$6x = 9.5$$

$$x + 4x = 7.5$$

$$7.5 =$$

$$x + 4x = \text{whole tree}$$

$$x =$$

$$4x =$$

broken of  
left standing

broken of

$$4 \times 15 = 60$$

It



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